

GRAND SALINE ISD

“Changing the World One Student at a Time”



2024-2025

DISTRICT STUDENT HANDBOOK

Grand Saline ISD Student Handbook

2024-2025 School Year

If you have difficulty accessing the information in this document because of disability, please contact Debby Morse, dmorse@grandsalineisd.net , 903-962-7546.

Acknowledgment of Receipt of Student Handbook

My child and I have received a copy of the Grand Saline Student Handbook for the 2024-2025 school year. I understand that the handbook contains information that my child and I may need during the school year. I also understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook, I will direct those questions to the principal at the appropriate campus.

Student's name (*print*): _____

Student's signature: _____

Parent's signature: _____

Date: _____

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Student-Teacher-Parent Compact

Each student should be helped to reach his highest potential for intellectual, emotional and physical growth. To achieve this, the home and school must work together by recognizing and agreeing upon the responsibilities of each party in the learning process.

As a student, I will be responsible for:

1. Showing respect and cooperating with all adults at the school
2. Coming to class on time and prepared to work.
3. Completing all assignments to the best of my ability.
4. Respecting the rights of others to learn without disruption.
5. Showing respect for people and property by not using profanity, stealing or vandalizing.
6. Practicing the rules in the Student Code of Conduct.
7. Spending time at home on daily studying or reading.

Date _____

Signature _____

As a teacher, I will be responsible for:

1. Providing instruction in a way that will motivate and encourage my students.
2. Providing a safe and positive atmosphere for learning.
3. Supplying clear evaluations of student progress to students and parents.

Date _____

Signature _____

As a parent, I will be responsible for:

1. Providing a caring environment, including adequate food and rest, so my child is ready to learn.
2. Providing a time and place for quiet study and reading at home.
3. Helping my child in any way possible to meet his responsibilities.

Date _____

Signature _____

A copy of this compact is included in your campus enrollment packet. It should be signed and returned to the appropriate campus.

Estudiante – Maestro – Pacto De Padre

Cada estudiante debería estar ayudado a alcanzar su más alto potencial para intelectual, crecimiento emocional y físico. Para lograr este, el hogar y escuela debe trabajar juntas reconociendo y accediendo sobre las responsabilidades de cada fiesta en el proceso de aprender.

Como un estudiante, seré responsable de:

- Mostrar respeto y cooperar con adultos todos los en la escuela.
- Llegando a clasifica a tiempo y preparado a trabajar.
- Completar asignaciones todos de acuerdo a mis posibilidades.
- Con respecto a los derechos de otros aprender sin disrupción.
- Mostrar respeto para gente y propiedad no utilizando blasfemia, robando o vandalizing.
- Practicando las reglas en el Código de Conducta de Estudiante.
- El gastar de tiempo en casa en estudiando o leer diariamente.

Fecha _____ Signatura _____

Como un maestro, seré responsable de:

- El ofrecer de instrucción en un modo que motivará y alentará mis estudiantes.
- Ofreciendo una atmósfera segura y positiva para aprender.
- La explicación de asignaciones de modo que mis estudiantes tengan una comprensión clara.
- Suministrar evaluaciones claras de progreso de estudiante a estudiantes y padres.

Fecha _____ Signatura _____

Como un padre, seré responsable de:

- Ofreciendo un entorno cuidadoso, un alimento adecuado incluyente y un resto, de modo que mi niño está listo para aprender.
- Ofreciendo un tiempo y lugar para estudió tranquilo y leyendo en casa.
- El ayudante de mi niño de cualquier modo posible se reunir sus responsabilidades.

Fecha _____ Signatura _____

Una copia de este acuerdo está incluida en su paquete de inscripción de la escuela. Debe ser firmado y devuelto a la escuela apropiada.

Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information

State law requires the district to give you the following information:

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want *Grand Saline ISD* to disclose directory information from your child's education records without your prior, written consent, you must notify the district in writing within ten school days of your child's first day of instruction for this school year.

This means that the district must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the district in writing not to do so. The district is providing you the following form so you can communicate your wishes about these issues. [For more information, see **Objecting to the Release of Directory Information** in the *Grand Saline ISD's* Student Handbook.]

The *Grand Saline ISD* has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent educational institution attended
- Participation in officially recognized activities and sports.
- Weight and height, if a member of an athletic team

Parent; please circle one of the choices below:

I, parent of _____ [student's name], [do give] [do not give] the district permission to release the information in this list in response to a request.

Parent's signature: _____

Date: _____

Please note that if this form is not returned within the specified time frame above, the district will assume that permission has been granted for the release of this information.

A copy of this permission to release information is included in your campus enrollment packet. It should be signed and returned to the appropriate campus.

Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education

(Applicable to secondary grade levels only)

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and telephone number of secondary school students enrolled in the district, unless a student's parent or eligible student directs the district not to release information to these types of requesters without prior, written consent. [See **objecting to the Release of Student information to Military Recruiters and Institutions of Higher Education** for more information.]

Parent: Please complete and return to school the following only if you do not want your child's information released to a military recruiter or an institution of higher education without your prior written consent.

I, parent of _____ (*student's name*), request that the district not release my child's name, address, and telephone number to a military recruiter or institution of higher education without my prior written consent.

Parent's signature: _____

Date: _____

Please note that if this form is not returned with the other materials identifying what the district considers directory information, the district will assume that permission has been granted for the release of this information.

A copy of this permission to release information is included in your campus enrollment packet. It should be signed and returned to the appropriate campus.

Preface

Parents and Students:

Welcome to the new school year!

Education is a team effort, and students, parents, teachers, and other staff members working together can make this a successful year.

The *Grand Saline ISD* Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian; any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is **not** meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the *Grand Saline ISD* Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.grandsalineisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at *campus office*.

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office and an unofficial electronic copy is available at www.grandsalineisd.net.

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact Ricky LaPrade, Assistant Superintendent, 400 Stadium Dr. Grand Saline, TX, 903-962-7546.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Code of Conduct and Student Handbook;
- Student-Teacher-Parent Compact;
- El Estudiante-Maestro-Pacto de Padre;
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 24 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 23 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please *contact Ricky LaPrade* at rlaprade@grandsalineisd.net.

Mission Statement

Grand Saline ISD, in partnership with parents, community members and businesses, provides a safe, caring, and motivational learning environment enabling all students to reach their education, social, and emotional potential. These factors empower graduates to become lifelong learners, which in turn allow them to be globally competitive, successful, productive, patriotic members of an ever-changing society.

Vision Statement

“Changing the World One Student at a Time”

Parent Involvement Policy

Acknowledging that parent/guardians are a student’s first teachers and that this continuing support is essential for academic success. Grand Saline ISD is committed to following the parent involvement policy.

****Title I, Part A** parents will annually receive information concerning the implementation of the Title I, Part A program and will be encouraged to offer suggestions for improving/strengthening the program

****Parents** will be given timely information concerning overall student performance standards and expectations (TEKS), School report card

****Parents** will be given timely information concerning campus/state assessment instruments: local assessment measures, TELPAS, STAAR, etc.

****Parents** will be offered opportunities for learning how to foster improved academic performance for their child (ren).

****Parent representatives** (including parents of Title I, Part A students) will be involved in the development, review and evaluation of the campus improvement plan.

****Title I, Part A** parents will be involved annually in the review/revision of the School/Parent Compact.

****Title I, Part A** parents will be asked to complete surveys seeking evaluation of the Title I, Part A program and parent involvement

****Parents** will annually review/revise this policy.

Póliza de Participación de Escuela Y Padres

Reconociendo que los padres/guardián son los primeros maestros de los estudiantes y que este apoyo continuo es esencial para el éxito académico, la Escuela de Grand Saline está comprometida a la participación de los padres en esta póliza.

****Programa I, Parte A-**Los Padres recibirán cada año información concerniente a la implantación del Programa I Parte A, y se les dará la oportunidad de ofrecer sugerencias para mejorar o consolidar este programa.

****Padres** recibirán información oportuna referente al funcionamiento y expectativa total del estudiante (TEKS).

****Padres** recibirán información oportuna concerniente al campus/estado instrumentos de evaluación: medidas locales de evaluación, TELPAS, STAAR, etcétera.

****Ofrecerán** a los padres oportunidades para aprender cómo mejorar el funcionamiento académico de sus hijos.

****Los representantes** de los padres (incluyendo a padres del Programa I Parte A-estudiantes) estarán implicados en el desarrollo, revisión y evaluación del plan para mejorar el campus.

****El Programa I, Parte A-**Los padres participaran cada año en la exanimación y revisión del Pacto de Padres/Escuela.

****El Programa I, Parte A-**Se les pedirá a los padres llenar una encuesta para evaluar el Programa I, Parte A el programa y la participación de padres.

****Cada año** los padres examinaran y revisaran esta póliza.

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment, without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency (TEA) for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials, and the school board adopts the materials and determines the specific content of the instruction.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See complaints and concerns (All Grade Levels) and FNG (LOCAL).

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;

- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

Consent Before Human Sexuality instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Opting Out of Human Sexuality Instruction

To remove your student from human sexuality instruction, please contact your campus principal.

Consent to Instruction on Prevention of Child abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

For further information, see the district's abuse prevention instruction website at www.grandsalineisd.net.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (see campus principal for details.)

- Use district's grievance procedure concerning a complaint. See Complaints and Concerns (all Grade Levels) on page 64 and FNG for information on the grievance and appeals process.

(See consent to Human Sexuality Instruction on page 20; Dating Violence on page 63; and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children)

Consent to Provide a Mental-Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provided information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison can be reached at: Debby Morse, Assistant Superintendent, 400 Stadium Dr. Grand Saline, TX 75140, 903-962-7546 or dmorse@grandsalineisd.net.

The mental health liaison can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and assessing available student accommodations provided on campus.

For further information, see Mental Health Support on page 85.

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-andpaternity-awareness-papa/papa-educators/papa-curriculum>). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video and audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra 1 in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO (LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must return the form included in the forms packet or submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

The employee is required to send a copy of the text message to the employee's district email address.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating school wide or classroom recognition);
- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period).

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

The district has identified the following as directory information: *as identified in the Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information*. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll
- School newspaper
- Yearbook
- Recognition activities
- News releases
- Athletic programs

Note: Also see **Authorized Inspection and Use of Student Records** on page 29.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release his or her student's information, Every Student Succeeds Act (ESSA) requires the district to comply with requests from military

recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

(See Parent's Objection to Release of Student Information to Military Recruiters and Institutions of Higher Education, included in the forms packet.)

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has a right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Relationships privileged under law, such as relationships with lawyers, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in or receive financial assistance under a program.

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [For more information, see policy EF (LEGAL).]

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The Protection of Pupil Rights Amendment (PPRA) gives parents the right to receive notice and an opportunity to opt a student out of:

Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.

Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

The ED provides extensive information about the Protection of Pupils Rights Amendment (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a PPRA complaint form (<https://studentprivacy.ed.gov/file-a-complaint>).

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

See Consent to Human Sexuality Instruction on page 4 and consent to Instruction and Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 21 for information on parent's rights to remove a student from such instruction.

Reciting a Portion of the Declaration of Independence in Grades 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK (LEGAL) for more information.]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** and policy EC (LEGAL).]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The schools will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student's teacher.] See standardized testing for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated test.

Right of Access to Student Records, Instructional Materials, and District Records / Policies

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

(For more information about parental access to any online library catalog and library materials, see Library)

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FO (LEGAL) and the Student Code of Conduct.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) afford parents and eligible students certain rights regarding student education records.

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 24, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent; and

- File a complaint (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18,
- Is emancipated by a court
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with a student;
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
- Compiling statistical data;
- Reviewing an educational record to fulfill the official's professional responsibility; or
- Investigating or evaluating programs.

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals;
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);

- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a school committee to support the district's safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official perform their duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 24.]

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The principal is custodian of all records for currently enrolled students at the assigned school. The principal is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours

and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

The address of the superintendent's office is *400 Stadium Drive, Grand Saline, Texas 75140*.

The addresses of the principals' offices are:

Grand Saline High School, 500 Stadium Drive, Grand Saline, Texas 75140;

Grand Saline Middle School, 400 Stadium Drive, Grand Saline, Texas 75140;

Grand Saline Intermediate School, 200 Stadium Drive, Grand Saline, Texas 75140;

Grand Saline Elementary School, 405 Stadium Drive, Grand Saline, Texas 75140.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG (LOCAL). A grade issued by a teacher can be changed only if, the board of trustees determines that, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See Finality of Grades at FNG (LEGAL), **Report Cards/Progress Reports and Conferences** on page 99, and **Complaints and Concerns** on page 57.]

The district's student records policy is found at policy FL (LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at <https://www.grandsalineisd.net/>.

Note: The parent's or eligible student's right of access to and copies of student a record does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,

- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (<https://www.dodea.edu/partnership/interstatecompact.cfm>) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in the Texas Virtual School Network (TXVSN)
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB (LEGAL).]

Safety Transfers / Assignments

The board or its designee will honor a parent's request to transfer of his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyber bullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom.

Transportation is not provided for a transfer to another campus. See the principal for more information.

[See **Bullying** on page 44, and policies FDB and FFI.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request the transfer of his or her child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

Student Use of a Service / Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

A Student in the Conservatorship of the State (Foster Care)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes half semester of a two-half course.

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and

moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest-grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

If you have questions, please contact the district's foster care liaison:

Debby Morse, Assistant Superintendent, dmorse@grandsalineisd.net, 903-962-8171

[See **Credit by Examination for Advancement/Acceleration, Course Credit**]

A Student Who Is Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;

- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy FNG (LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district’s homeless education liaison: Debby Morse, Assistant Superintendent, dmorse@grandsalineisd.net, 903-962-8171.

[See **Credit by Examination for Advancement/Acceleration, Course Credit, and Students who are Homeless** for more information.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards

(https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15-school day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an **exception** to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the Special Education Director, Kim McVey, 400 Stadium Dr. Grand Saline, TX 75140 at 903-962-5515 ext. 403.

For Questions regarding post-secondary transitions, including the transition for education to employment, for students receiving special education services, contact the district's transition and employment designee: Special Education Director, Kim McVey, 400 Stadium Dr. Grand Saline, TX 75140 at 903-962-5515 ext. 403

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice
- An opportunity for a parent or guardian to examine relevant records
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel

- A review procedure

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is *Debby Morse* at 903-962-7546, dmorse@grandsalineisd.net

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 38.]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](https://fwescapps.net/Display_Portal?destination=/) (https://fwescapps.net/Display_Portal?destination=/)
- [Partners Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- SPEDTEX: [Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas Project First](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB (LOCAL).]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See Emergent Bilingual Students on page 90 and Special programs on page 166.]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See policy FB.]

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** for more information.]

Section Two:

Other Important Information for Parents and Students

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. It is organized in alphabetically to serve as quick-reference guide. Where applicable, the topics are further organized grade level. Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact:

Alex Paredes, High School Principal, 903-962-7533, jlamb@grandsalineisd.net

Kinney LaPrade, Assistant High School Principal, 903-962-7533, klaprade@grandsalineisd.net

Michael Mize, Middle School Principal, 903-962-7537, mmize@grandsalineisd.net

Amy Moffatt, Middle School Assistant Principal, 903-962-7537, amoffatt@grandsalineisd.net

Tina Core, Intermediate School Principal, 903-962-5515, tcore@grandsalineisd.net

Dean Latta, Assistant Intermediate School Principal, 903-962-5515, dlatta@grandsalineisd.net

Lori Hooton, Elementary School Principal, 903-962-7526, lhooton@grandsalineisd.net

Absences / Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6 -18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten-grade 2 to attend any accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Compulsory Attendance- Exemptions (*All Grade Levels*)

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following include the following activities and events:

- Religious holy days;
- Required court appearances;
- Appearing at a governmental office to obtain U.S. citizenship;
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. (See Children of Military Families.)

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Telecommunications and other Electronic devices on page 70.

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to

provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed. (See Driver License Attendance Verification)

The district will allow junior or senior student's absence of up to two days related to visiting a college or university if the following conditions are met

- The board has authorized such excused absences under policy FEA (LOCAL).
- The principal has approved the student's absence and
- The student follows campus procedures to verify the visit, and
- Makes up any work missed.

The district will allow a student 17 years of age or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student for up to two days per school year to serve as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
- An election clerk, if the student makes up any work missed.

The district will allow a student in grades 6–12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance- Failure to Comply (*All Grade Levels*)

School employees must investigate and report violations of the state compulsory attendance law.

A student who is absent without permission from school, any class any required special program, or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD committee or Section 504 committee will be notified, and the committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6-18

When a student between ages 6 and 18 incurs three or more unexcused absences within a four-week period, the law requires the school will send a notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other measures.

The truancy prevention facilitator for the district is Ricky LaPrade. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student ages 12–18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA (LEGAL) and FED (LEGAL).]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, must attend the class at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. (See policy FEC for information)

Except for absences due to serious or life-threatening illness or related treatment all absences, whether excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the courses or subject.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about absences.

- The student or parent may appeal the committee's decision to the board by following policy FNG (LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 8:50 a.m.

A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness (*All Grade Levels*)

Within *two (2)* days of returning to school, a student absent for more than *three (3)* consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school to determine whether the absence or absences will be excused or unexcused.

Certification of Absence Due to Severe Illness or treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and anticipated period of absence related to the illness or treatment.

Attendance Review (All Grade Levels)

Student absences will be reviewed each 6 weeks and students with attendance concerns will have an Attendance Committee Review meeting. Parents will be asked to provide documentation to support absences. Interventions will be implemented to improve your child's attendance. The district will communicate concerns with parents through phone calls or the Excessive Absence Letter.

Driver License Attendance Verification (Secondary levels only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>

Further information may be found on the Texas Dept of Public Safety website: <https://www.dps.texas.gov/section/driver-license>

See Compulsory attendance – Exemptions for secondary grade levels for more information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

Grand Saline ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

This information can be found on the district's website at <https://www.grandsalineisd.net/>. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division \(https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting\)](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

Armed Services Vocational Aptitude Battery Test

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered on *October 11, 2024* at 8:00 A.M. at *Grand Saline High School*.

Please contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

High School

Basically, there are four general types of awards given at Grand Saline High School. These four types and the requirements and meaning of each are as follows:

1. **Athletic Awards** – Any boy or girl qualifying for a varsity letter will receive a sweater or jacket. Only one such award will be given during each boy's or girl's high school athletic career, (Interscholastic League Regulation). The jacket or sweater will be presented following the winning of the first letter.

A student must have played a major portion of the season on the varsity and be deserving in the opinion of the coach to be selected as a Grand Saline High School letterman. One letter will be used to designate a letterman with no distinction between individual sports or events. Students who participate in the UIL Academic contest and advance to area competition as well as participating band members may also receive a varsity letter.

In order for a letterman to receive an award, he or she must be enrolled in school and conduct must be that expected of all athletes. Students who drop out of school will not receive a letter or an award.

Any student competing in sports at Grand Saline High School must meet the requirements set up by the University Interscholastic League.

2. **"G" Awards** – One of the most treasured awards at Grand Saline High School is the "G" Award. This award is presented at the end of each school year at the Academic Banquet. Recipients are considered based on citizenship, attendance, academics, and leadership qualities. Students in grades 9-12 are eligible for the award.
3. **Attendance Awards** – Perfect attendance awards are presented each year to students who meet the required criteria. Certificates of merit in attendance are presented to those students meeting TEA perfect attendance regulations. Students in grades K-12 are eligible for the award.
4. **Academic Awards** (grades 6-12) – An award for each subject offered in grades 6-12 will be given the last six weeks of school each year. Teachers will select the students who are to receive the awards.

Intermediate School

In addition to the grade level activities, prize drawings and/or coupons to local area businesses are often provided for students who achieve A/AB honor roll, "E" conduct, and/or perfect attendance.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves

engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyber bullying. Cyber bullying is defined by state law as bullying that is done using any electronic communication device, including: a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in the elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the roll that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. Any district employee aware of report of bullying incident will relay the report to an appropriate administrator. Procedures for reporting bullying can be found on the district's website.

A student may anonymously report an alleged incident of bullying by going to the district's website and clicking on STOP-IT link. A student may anonymously report an alleged incident of bullying by completing an Alleged Incident of Bullying Card and dropping it in the box located in the campus office.

The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 32.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an

appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG (LOCAL).

[See **Safety Transfers/Assignments** on page 32, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 63, **Hazing** on page 82, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

- Agriculture, Food and Natural Resources
- Education and Training
- Health Science
- Business, Marketing, and Finance
- Arts, Audio/ Video Technology, and Communications

Admission to these programs is based on the student's program of study.

The district offers other work-based programs in the following areas:

- Agriculture, Food and Natural Resources
- Education and Training
- Health Science
- Business, Marketing, and Finance

Admission to these programs is based on the student's program of study.

District policy prohibits discrimination on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** on page 96 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See **Food Allergies** on page 88.]

Snacks, Parties, and Special Events

Grand Saline ISD encourages students to bring healthy, nutritious snacks to be eaten if their class has a "snack time" scheduled. These snacks are for individual consumption only. Snacks will not be sold through vending machines, student groups, etc.

Pre-packaged snacks may be shared with other students in honor of the student's birthday. These must be shared after the end of the last scheduled lunch in the cafeteria. **It is encouraged that all items be pre-packaged for health and safety concerns.**

No competitive foods/drinks may be sold by individuals or groups when and where school meals are being served and regular school meals must continue to be available.

Parents are asked to refrain from videoing or photographing students other than their own for confidentiality and privacy purposes during parties or special events.

School Parties

The school requires that all school-sponsored parties will be well planned by the host organization and its sponsor, and approved by the principal. Certain regulations are to be followed at the school party. They are as follows:

GSHS parties are for Grand Saline students. All guests shall be expected to conduct themselves under the same rules of conduct that applies to the Grand Saline students. The Grand Saline student inviting the guest will be held responsible for the guest's conduct.

No one will be allowed to leave the building until they leave to go home. No one will be allowed to re-enter after leaving.

There will be no smoking or drinking at parties by students or guests. Anyone disregarding this rule will be subject to the same punishment as applied during school hours.

Parties will be held only after school hours.

Check Acceptance Policy

Grand Saline ISD has established the following policy for accepting checks and collecting on bad checks:

For a check to be an acceptable form of payment it must include your current, full and accurate name, address, and telephone number. In the event your check is returned for non-payment, the face value may be recovered electronically along with a state allowed recovery fee.

In the event your check is returned for non-payment, checks will no longer be an acceptable form of payment for the remainder of the school year. Alternative forms of payment may be used instead of a check payment (cash, credit card, online payment).

Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, neglect, trafficking, and other maltreatment of children. The plan is available at <http://www.grandsalineisd.net/>. Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to genital area
- Pregnancy in young girl

- Difficulty in sitting or walking
- Extreme fear of being alone with adults of certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex trafficking (All Grade Levels)**]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss.

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and Warning Signs of Trafficking (*All Grade Levels*)

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older romantic partners.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

[see Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence and Sex Trafficking]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or other trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manage early intervention counseling programs.

[To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).]

(http://dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp)

Reports of abuse, trafficking, or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)). (www.txabusehotline.org)

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [Kids Health, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- National Center of Safe Supportive Learning Environments; Child labor trafficking (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking>)

Class Rank / Highest-Ranking Student (Secondary Grade Levels Only)

ACADEMIC ACHIEVE CLASS RANKING
(LOCAL)(EIC)

Consistent Application for Graduating Class

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Calculation

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken at any grade level, unless excluded below.

The calculation shall include failing grades

Exclusions

The calculation of class rank shall exclude grades earned in the following courses: office aide, library aide, and teacher assistant.

Grades earned in summer school, by correspondence, or during the regular school term shall be included in class rank calculation, provided the grades awarded were issued by a TEA accredited institution.

Grades for vocational programs such as MOC and agricultural mechanics shall be averaged as one grade per semester regardless of the number of credits received.

Weighted Grade System

The District shall categorize and weight eligible courses as Level I and Level II in accordance with provisions of this policy and as designated in the academic planning handbook.

Weighted Numerical Grade Average

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Category	Weight
Level II	Plus 10
Level I	Plus 0

No points shall be added to failing grades.

The District shall record unweighted numerical grades on student transcripts.

Transferred Grades

When a student transfer's semester grades for courses that would be eligible under the Level I category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduations honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC (LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be eligible students with the highest and second highest rank, respectively. To be eligible for this local graduation honor, a student must:

Have been continuously enrolled in the District high school or the four semester's immediately preceding graduation;

Be graduating after exactly eight semesters of enrollment in high school; and

Have completed the foundation program with the distinguished level of achievement.

Breaking Ties

In case of a tie in weighted numerical grade averages after calculation to the fourth decimal place, the District shall apply the following methods, in this order, to determine recognition as valedictorian:

Calculate the weighted numerical grade averages to a sufficient number of decimal places so that no tie exists among eligible students, or

Compare scores on standardized college entrance tests if the same tests were taken by each student involved in the tie.

Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

Date Issued: 8/7/2018

[For further information, see policy EIC.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

College and University Admissions and Financial Aid (Secondary Grade Levels Only)

For two school years following graduation, a district student who graduates as valedictorian in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program (see Foundation Graduation Program) or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the requirements of the university or college including timely submission of a completed application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2024 terms or spring 2026 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

As required by law, the district will provide written notice concerning the following:

- Automatic college admission,
- Curriculum requirements for financial aid,
- Benefits of completing the requirements for automatic admission and financial aid.
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** on page 52 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 76 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 34 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 have opportunities to earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Tyler Junior College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Enrollment in these programs based on availability in student's schedule

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor or principal for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. (see Fees (All Grade Levels) for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

For dual credit purposes, all these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications- (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information on the Grand Saline ISD parent portal or by contacting the secretary at the appropriate campus.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

[See **Safety** on page 105 for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 105 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG (LOCAL) in the district's policy manual. A copy of this policy and complaint forms may be obtained in the principal's or superintendent's office or on the district's website at <https://www.grandsalineisd.net/>.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint forms within the timelines established in policy FNG (LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior on and off campus during remote and in person instruction, and on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Grand Saline Secondary Schools

Discipline Management Plan

The High School and Middle School discipline plan calls for a progressive approach to management of student discipline. Inside this plan, student behaviors are broken down into four different categories of offenses and consequences. Under this plan, teachers bear more responsibility to assign detention, maintain student records relative to the number and categories of offenses, and to notify parents. Ultimately, teachers, parents and students need to accept responsibility for school behavior, and to eliminate these types of distractions from our school day.

Generally speaking, discipline will be handled by the following progressive plan of steps. Please remember that on some occasion's steps may be skipped when a student's misbehavior is in a manner that would put that behavior into a more severe category.

1. Classroom teacher consequences.
2. Detention
3. In-school suspension/Saturday school*
4. Out-of-school suspension*
5. AEP/County Alternative School
6. Expulsion/Van Zandt County Juvenile Center Intervention

*As a result of ISS, OSS or DAEP, a student will not be eligible for any extra-curricular activity, games or competitions, for any part of the school day that they are in ISS, OSS or DAEP. Students assigned to ISS will be allowed to participate in after school practices, but will not be able to participate in any extra-curricular activity, games or competitions until their time in ISS is complete. Students assigned to ISS will be allowed to participate on weekends and school breaks. Students assigned to OSS or DAEP will not be allowed to participate in after school practices for any extra-curricular activity, games or competitions until their time in OSS or DAEP is complete. Students assigned to ISS, OSS or DAEP will be eligible for participation in any extra-

curricular activity, games or competitions at the end of the school day when the last day of assignment is completed.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each district campus is listed below:

- Kinney LaPrade, Assistant High School Principal, klaprade@grandsalineisd.net
- Michael Mize, Middle School Principal, mmize@grandsalineisd.net
- Dean Latta, Intermediate School Principal, dlatta@grandsalineisd.net
- Lori Hooton, Elementary School Principal, lhooton@grandsalineisd.net

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property or on public property includes:

- making loud noises;
- trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interest and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development;
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle / Junior High School Grade Levels

The school counselor will provide information to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor will provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses. [see Scholarships and Grants]

Personal Counseling (*All Grade Levels*)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should report to the counselor's office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Substance Abuse Prevention and Intervention, Suicide Awareness and Mental Health Support, and Child Sexual Abuse; Trafficking, and Other Maltreatment of Children and Dating Violence**]

Course Credit (*Secondary Grade Levels Only*)

A student in any grade level enrolled in high school will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semester) will be averaged and credit will be rewarded if the combined

average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination

If a Student Has Taken the Course / Subject (Grades 6-12)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction may include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[For further information, see the school counselor and policy EHDB (LOCAL).]

Credit by Examination for Advancement / Acceleration

If a Student Has Not Taken the Course / Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. The dates on which examinations are scheduled during the 2024-2025 school year will be published in appropriate district publications and on the district's website.

The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system.

When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC.]

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if the student meets all of the following requirements:

- if the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social studies,
- a district administrator recommends that the student be accelerated, and
- the student's parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with if the student meets one of the following requirements:

- a passing score of at least 80 on the examination,
- a scaled score of 50 or higher on an examination administered through the CLEP, or
- a score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

The district believes that all students learn best served in a school environment free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office, and on the district website at <https://www.grandsalineisd.net/>. [See policy FFH.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage

or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating flier (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- the CDC's Preventing Teen Dating Violence (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>)

(See consent to instruction on Prevention of child abuse, family violence, dating violence, and sex trafficking)

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact the school counselor for pregnancy-related accommodations.

Retaliation

Retaliation against a person, who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, and assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's

parent. [See the FFH series policies and FFH (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by the FFH series of policies.

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

If law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation.

During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG (LOCAL).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 63.]

Distance Learning (all Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students is Texas Tech High School.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 72.] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the counselor, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact campus administrator.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, newspapers, flyers, etc.

The school yearbook, the “Chief”, is available to students.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than ten (10) copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The campus principal will designate the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

A student may appeal a decision in accordance with policy FNG (LOCAL). Any student who sells, posts, circulates, or distributes non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See FNG (LOCAL) for student complaint procedures.]

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the *principal* for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.]

The campus principal will designate the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD (LOCAL) or a noncurricular-related student group meeting held in accordance with FNAB (LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

1. Hair must be neat and clean to insure good grooming. Any style that allows the hair to extend over the eyes, or fall into face and cover the eyes is unacceptable. Any style that causes a disruption in the classroom or campus as determined by the principal is unacceptable.

2. Wheelies and house shoes/slippers are not permitted. ALL students should wear athletic shoes for PE classes.
3. Pictures, emblems, or writing on clothing that are lewd, offensive, vulgar, obscene, or represent behavior that is not consistent with the student code of conduct are prohibited.
4. Clothing that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substances under policy FNCF (L) are prohibited.
5. No large holes or inappropriately placed holes in garments will be permitted.
6. For Boys: Shorts should be long enough to not cause a distraction.
7. For Girls: Dress, skirt, and shorts should be long enough to not cause a distraction.
8. Tank tops or muscle shirts with narrow shoulder seams or large armholes are not acceptable.
9. Pants are to be of regular length and should be worn ABOVE the hips at the waistline. No undergarments may be showing. No excessive baggy or sagging pants will be allowed.
10. For Girls: Sleeveless blouses will be allowed as long as no undergarments are showing. Low cut blouses, crop tops, halters, mid-drifts, or spaghetti straps are not allowed. Plunging necklines, bare backs, or shirts that ride up and show bare skins will not be considered appropriate or acceptable.
11. Ear and nose piercings are allowed, but no gauges.

NOTE: The Dress Code may not apply to every conceivable situation, and when questions arise regarding dress or grooming, the principal involved shall have the final responsibility of determining whether or not the conditions in question are in keeping the intent of this dress code. **The principal has total discretion in determining appropriateness of dress and grooming.**

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instruction time. Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Testing and Standardized Testing.]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological Evaluation]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact Lance Caffey at 903-962-7526.

See Textbooks, Electronic Textbooks, Technological Equipment, and Other instructional Materials (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones and Other Electronic Devices

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. (For graphing calculator applications on computing devices, see Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials on page 117)

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. For all GSISD campuses, the first offense will result in a warning and a phone call to the parents. Each offense thereafter will result in a \$15.00 fine and a parent will be contacted.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 106 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

For further information for PK-5 students, see **Electronic Devices/Cell Phones** on page 135.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 106 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing,

damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ["Before You Text" Sexting Prevention Course](https://txssc.txstate.edu/tools/courses/before-you-text/), (<https://txssc.txstate.edu/tools/courses/before-you-text/>) a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See **Graduation** on page 76 and **Standardized Testing** on page 112.]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 112, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-

course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

If a student is considered an emergent bilingual student and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 118.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved course music course that participates in UIL Concert and Sight-reading Evaluation, and the student receives a grade below 70 at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following provisions apply to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: Class Officers, Chess Club, Band, National Honor Society, FOR Club, FCA, FCCLA, Art Club, Student Council, and Agriculture-FFA.

Fees (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.

- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credits that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
 - A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 118.]
 - A maximum fee of \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
 - In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).
- Deposit for dual credit coursework.
- Annual Technology Fee.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [For further information, see policy FP.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. An application for permission must be made to the principal or designee in advance of being scheduled as a school sponsored event. [For further information, see Grand Saline ISD Activity Fund Sponsor's Handbook at <http://www.grandsalineisd.net/>. [For further information, see policies FJ and GE.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a

location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Grade-Level Classification (Grades 9–12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
19	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period.
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.).
- Circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade.
- Procedures for a student to follow after an absence will also be addressed.
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See **Report Cards/Progress Reports and Conferences** on page 99 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE); and
- Complete and submit a free application for federal student aid (FASFA) or a Texas application for state financial aid (TASFA).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History.

A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

State law and state rules also provide for certain scores on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** on page 112 for more information.]

Foundation Graduation Program

Every Texas public school student will graduate under the “foundation graduation program. Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student’s transcript.

The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 80.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit in written permission to the school counselor for the student to graduate without an endorsement.

A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, the student and parent should be aware that not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with distinguished level of achievement, including an endorsement, by successfully completing courses in core curriculum of public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Locally required courses	0	0
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue:

- Science, technology, engineering, and mathematics (STEM),
- Business and industry,
- Public services,
- Arts and humanities, or
- Multidisciplinary studies.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for a good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit one of the following:

- A screenshot that includes the processes date field of the FAFSA ApplyTexas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit. \(https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures\)](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures)

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring to enroll in courses for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion **will** be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

Graduation Activities

Graduation activities will include:

- Baccalaureate Service
- Graduation Rehearsal
- Commencement Service

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments and have not been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

The following students and student groups shall be recognized at graduation ceremonies:

- Valedictorian and Salutatorian
- Scholarship Recipients
- Military Recruits
- Perfect Attendance (K-12)

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See FNA (LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page **Error! Bookmark not defined..**]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 74.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program Teach for

Texas Grant Program, and Future Texas Teachers Scholarship Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

See College and University Admissions and Financial Aid for more information.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 63.]

Hazing (All Grade Levels)

Hazing is an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See **bullying** and policies FFI and FNCC.]

Health-Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they

are diarrhea-free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; Polio, Measles, mumps, and rubella; Hepatitis B; varicella (chicken pox); and meningococcal and hepatitis A. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis.

[For further information, see policy FFAB (LEGAL) and the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#).]

Lice (*All Grade Levels*)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

[See policy FFAA.]

Medicine at School (*All Grade Levels*)

Medication that must be administered to a student during school hours must be provided by the student's parent. All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent with a written request.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An Elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings sunscreen to school and asks for

help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

Unassigned Opioid Antagonist

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel and/or school volunteers at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (all grade levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention

- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after suicide in a community)
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development, and;
- Safe, supportive, and positive school climates

If a student has been hospitalized or placed in a residential treatment for mental health condition or substance, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFAC.]

For related information, see:

Consent to conduct a psychologist evaluation or provide a mental health care service from the district's procedures for recommending mental health intervention and mental health liaison's contact information;

Physical and mental health resources from campus and community mental and physical health resources;

Policies and procedures that promote student physical and mental health from board adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Elementary School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

For additional information on the district's requirements and programs regarding elementary school student physical activity requirements, please see the principal.

Junior High / Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters or at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

For additional information on the district's requirements and programs regarding junior high and middle school student physical activity requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of his or her child's physical fitness assessment conducted during the school year by contacting the Athletic Director, Joe Drennon at 400 Stadium Dr. Grand Saline, TX 75140 or jdrennon@grandsalineisd.net.

Physical Health Screenings / Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program including, a district athletics program, district marching band, and any district extracurricular program identified by the superintendent.

This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

For more information, see the UIL's explanation of [sudden cardiac arrest](#).

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA (LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Other Examinations and Screenings (*All Grade Levels*)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

[See policy FFAA.]

Special Health Concerns (all grade levels)

Bacterial Meningitis

(All Grade Levels)

Please see the district's website at www.grandsalineisd.net for more information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page **Error! Bookmark not defined.** for more information.]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF (LEGAL).]

Food Allergies (*All Grade Levels*)

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis." The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students

diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at <http://www.grandsalineisd.net/>.

The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at [Allergies and Anaphylaxis \(https://www.dshs.texas.gov/texas-school-health-/allergies-anaphylaxis\)](https://www.dshs.texas.gov/texas-school-health-/allergies-anaphylaxis).

[See policy FFAF and **Celebrations**]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by Texas Education Agency. For more information, contact the school nurse.

For more information, see "**A Student with Physical or Mental Impairments Protected under Section 504**" and contact the school nurse for more information.

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

The district nurse, Debbie Yarbrough, RN at 903-962-7546, dyarbrough@grandsalineisd.net

The mental health liaison, Debby Morse, Assistant Superintendent at 903-962-7546, dmorse@grandsalineisd.net or

The local public health authority and the local mental health authority

Policies and Procedures that Promote Student Physical and Mental Health (all grade levels)

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at www.grandsalineisd.net

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Concerns: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan please contact Debby Morse, 903-962-8171, 400 Stadium Dr. Grand Saline, TX 75140 or dmorse@grandsalineisd.net.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held four (4) meetings. Additional information regarding the district's SHAC is available from the District RN.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and recording of each meeting will be posted on the district website at www.grandsalineisd.net

[See policies at BDF and EHAA. See **Consent to Human Sexuality Instruction, consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex trafficking** for additional information.]

Student Wellness Policy / Wellness Plan (All Grade Levels)

Grand Saline ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA (LOCAL) and corresponding plans and procedures to implement the policy. For questions contact the District RN about the content or implementation of the district's wellness policy and plan. Debbie Yarbrough at 903-962-7537 or dyarbrough@grandsalineisd.net

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.

- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[For further information, see policy GRAA (LEGAL).]

Leaving Campus (All Grade Levels)

Student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a

regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

Parental consent is required before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- The same process applies to students in the high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

All campuses at Grand Saline ISD are closed campuses.

Students leaving the campus during the lunch hour without checking out or having permission will be considered truant and will be assigned disciplinary action.

Exception – Those that qualify for off campus lunch.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A “lost and found” collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

The teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 41.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle / Junior High School Grade Levels

Grades 9–12

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA (LEGAL).]

In-School Suspension (ISS) and Out-of-School-Suspension (OSS) Makeup Work (*All Grade Levels*)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO (LEGAL).]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, *Grand Saline ISD* does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is not required to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act and Title II.

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at www.grandsalineisd.net

The district has designated and authorized the following employee as the Title XI Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating, violence, domestic violence, stalking, or gender-based harassment: *Ricky LaPrade, Assistant Superintendent, 400 Stadium Drive, Grand Saline, Texas 75140, 903-962-8171*. Reports can be made at any time by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title XI Coordinator will promptly respond in accordance with the process described at FFH (LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination: *Ricky LaPrade, Assistant Superintendent, 400 Stadium Drive, Grand Saline, Texas 75140, 903-962-8171 and Superintendent, Micah Lewis, 400 Stadium Dr. Grand Saline, Texas 75140, 903-962-7546*

All other concerns regarding discrimination: See the superintendent, *Micah Lewis, 903-962-7546*

[See policies FB, the FFH series, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. Your involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**]

High School – 903-962-7533

Middle School – 903-962-7537

Intermediate School – 903-962-5515

Elementary School – 903-962-7526

- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers**]
- Participating in campus parent organizations. Parent organizations include: *Sports Boosters, Band Boosters, and PTO.*

- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact *Debby Morse, 903-962-8171* or dmorse@grandsalineisd.net
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 92.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the 3rd Monday of each month at 6:30 p.m. at the Middle School in the library at 400 Stadium Dr. Grand Saline, TX 75140. An Agenda for each meeting is posted no later than 72 hours before each meeting at 400 Stadium Dr. Grand Saline, TX 75140 and online at www.grandsalineisd.net [See policies at BE and BED for more information.]

Parking and Parking Permits (Secondary Grade levels only)

Students must park in designated areas only. Student must have a district-designated permit displayed on vehicle. Parking permits may be purchased at the high school's main office for \$5.00. A student must have a valid driver's license and proof of insurance to be eligible to purchase a parking permit. Reckless and/or careless use of an automobile on campus will result in the denial of parking privileges on campus.

Vehicles which are equipped with exhaust systems which produce loud and disruptive noise will not be allowed to park any place on the campus. Systems of this nature are illegal and will not be tolerated in a school environment.

Any vehicle driven to school by students will be parked in the student parking lot upon arrival and will not be moved until release time at the close of the school day without special permission. Any student leaving campus must exit by going around the back of the high school (the north side of the building).

Students will not be allowed in automobiles or on the parking lot after arrival at school without permission.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags**]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first-class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following: the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

Kindergarten- Grade 3

A parent may request in writing that a student repeat kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request, and will invite the parent to participate.

Elementary and Middle / Junior High-Grade Levels

In grades 1-2, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading and mathematics. [EIE (LOCAL) Date Issued: 9/14/2012].

In grades 3-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts (reading and English), mathematics, and either science or social studies. [EIE (LOCAL) Date Issued: 9/14/2012].

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification**]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation and Standardized Testing** for more information about EOC assessments.]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See **Leaving Campus**]

Remote Instruction

The district may offer remote instruction when authorized by TEA.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards / Progress Reports and Conferences (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every six (6) weeks on the first Thursday following the end of each grading period.

At the end of the *first three weeks of a grading period*, parents will receive a progress report if their child's performance *in any course/subject area* is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the *principal* pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA (LOCAL) and **Grading Guidelines**]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG (LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within two (2) days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

The school year is divided into two semesters of three six-week periods each. Report cards are issued on the first Thursday following the end of each six weeks period. These cards are to be signed by the parent or guardian and should be returned to the teacher of that subject within two days. A parent may view their child's current progress online at <https://txsuite07.txeis.net/tc234904/Login.aspx> and follow the instructions. Progress reports will also be sent home after 3 weeks of each six-week period for students with a 75 average or below. All other students may request a progress report from the teacher. The following provisions are to be noted in regard to the reporting system:

1. In arriving at a six-week grade, it is suggested that daily work be averaged at a weight of not less than 25% or more than 50%. Each teacher will identify the weights for test and the weights for daily work at the beginning of each grading period.
2. Semester grades are compiled from an average of the three six-week grades with the semester exam counting 1/7.
3. Failure of one semester of a two-semester course does not necessarily denote failure for the course. The grade for the other semester may be high enough to average passing for the course. The average is the determining factor in these courses and a student either earns credit or no credit depending on whether the average is passing or failing. IF A REQUIRED COURSE IS FAILED, THE STUDENT WILL HAVE ONE SCHOOL YEAR TO CORRECT THE FAILURE. IF THE FAILURE IS NOT CORRECTED IN THAT TIME, THE STUDENT WILL HAVE TO REPEAT THE ENTIRE COURSE IN THE NEW TERM.
4. The abbreviation "I" on a report card indicates incomplete work. Work that is not completed within 2 weeks after the grading period ends will automatically result in the grade of a zero and the six weeks grade will be calculated as it stands. Incomplete grades will not be given at the end of the semester. An incomplete on the temporary grade sheet makes the student ineligible for extracurricular activities until the "I" is complete. The teacher should bring a note to the office saying that the grade is now completed and record the grade.
5. If you have any questions please call the teacher.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grad levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessment in mathematics, reading/language arts, or science prior to high school.

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3-8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

The parent of the student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.

- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See Complaints and concerns (All Grade Levels) and FBG (LOCAL)

High School Courses—End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

[See **Graduation** for additional information.]

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Request will be granted in the order in which they are received.

Request for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Request for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students- some with disabilities and some classified as emergent bilingual students- may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

STAAR alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation] STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

The district will provide transportation for supplemental instruction.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plans- Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

(See the principal and policy EIF9LEGAL) for more information).

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

(See Personal Graduation Plans for more information related to the development of personal graduation plans for high school students,)

Safety (All Grade Levels)

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns by accessing the school website at www.grandsalineisd.net/ click on Stop it
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Grand Saline ISD pays for all students to have insurance coverage in the event of a student injury which occurs during school activity; before, during, and after school hours; on or off campus. This accident insurance is secondary to the student's primary insurance.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer to students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#)

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent:
- That person cannot be contacted: and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed or an emergency. State law requires parents to update contact information within two weeks after the date the information changes. The district will also alert the community in the following ways: <http://www.grandsalineisd.net/>, KMOO 99.9 radio, and news stations KLTV Channel 7, Fox 4 Channel 4, and WFAA Channel 8.

[See Parent Contact information and Automated Emergency Communications for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**]

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator, at 903-962-8206.

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services contact the Child Nutrition Director, Ridge Tardy, 903-962-7526 or at rtardy@grandsalineisd.net

See CO for more information.

Parents should to continually monitor their child's meal account balance. When a student's meal account is depleted, the principal will notify the parent to make arrangement for the balance owed to be paid.

Cafeteria Information

Breakfast is served beginning at 7:30.

Lunch is served according to campus schedule.

Prices are as follows: Breakfast and lunch will be free for all students for the 2024-2025 school year.

Adults Prices are: Breakfast \$3.25 and Lunch \$4.75

The following information is published as required by the USDA for participation in the National School Lunch Program:

“In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

“Program information may be available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202)720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800)877-8339.

“To file a program discrimination complaint form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3207.pdf>, from any USDA office by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. Fax:

(833) 256-1665 or (202) 690-7442; or

3. Email:

Program.Intake@usda.gov

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The responsible state agency that administers the program is the Texas Department of Agriculture (<https://www.texasagriculture.gov/Home/Contact-US>), which can be reached at (800) TELL-TDA (835-5832) or (800)735-2989 (TTY)

The local agency that administers the program is the district. See nondiscrimination statement for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more

information regarding these policies and guidelines, see the *principal*. [See policies at CO and FFA.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator, at 903-962-8206.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

Library is open at 7:45 each morning and throughout the day.

Students are expected to treat library books with respect and return them by the due date. Overdue books will be charged a fine of 10 cents per day. Lost or damaged library books must be paid for by student who checked them out of library.

The district provides a wide range of library materials for students and faculty that support achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-elected by their student.

A parent who wants access to the school's library or any available online catalog should submit a request to the principal.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian. A district employee or parent may request the reconsideration of library material request on a form on the District's website at www.grandsalineisd.net.

For more information, see EFB(LOCAL)

Gym

All students will stay out of the gym unless a teacher is with them. No shoes worn on the outside will be allowed on the gym floor.

Use of Hallways during Class Time (*All Grade Levels*)

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (*All Grade Levels*)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school:

High School: 7:30

- Commons Area beginning at 7:30
- Library beginning at 7:45

Middle School: 7:30

- Gym beginning at 7:30
- Cafeteria beginning at 7:30

Intermediate School: 7:30

- Supervised in the hallway and playground area beginning at 7:30

Elementary School: 7:30

- Gym beginning at 7:30

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Meetings of Noncurriculum-Related Groups

(Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB (LOCAL).

A list of these groups is available in the principal's office.

School-sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug free, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questions of students by law enforcement officials, see Law Enforcement Agencies (All Grade Levels).]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicion less security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (*All Grade Levels*)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (*All Grade Levels*)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF (LEGAL) and **Electronic Devices and Technology Resources** for more information.]

Trained Dogs (*All Grade Levels*)

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (*Secondary Grade Levels Only*)

[See **Steroids** on page **Error! Bookmark not defined..**]

STUDENT RIGHTS AND RESPONSIBILITIES

FNF

INTERROGATIONS AND SEARCHES

(LOCAL)

Questioning Students

District officials may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students may not refuse to answer questions based on a right not to incriminate themselves.

For provisions pertaining to student questioning by law enforcement officials or other state or local governmental authorities, see GRA (LOCAL).

REASONABLE-SUSPICION SEARCHES - Searches should be reasonable at their inception and in scope. If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a District official may conduct a search in accordance with law and District regulations.

SUSPICIONLESS SEARCHES - For purposes of this policy, a suspicion less search is a search carried out based on lawful security procedures, such as metal detector searches or random drug testing.

RANDOM DRUG-TESTING PROGRAM - The District requires the random drug-testing of any student in grades 7-12 who chooses to participate in school-sponsored extracurricular activities or request a permit to park a vehicle on school property.

The Superintendent shall develop regulations for the implementation of the District's random student drug-testing program that address the following:

1. Covered activities and purpose of the program;
2. Written consent and confidentiality of results;
3. Testing procedures and collection process; and
4. Applicable consequences.

APPEAL - A student or parent may appeal a decision made under the random drug-testing program in accordance with FNG (LOCAL). The student shall be ineligible for participation in extracurricular activities or reinstatement of parking privileges while the appeal is pending.

Date Issued: 6/12/2023-24

PLAN - The District shall test all students involved in extracurricular activities or who park a vehicle on school property. All participants shall be tested at the beginning of the school year. After the initial test, students shall be tested randomly at least two more times during the school year with a minimum of 25 students each time. Testing dates shall be determined by the District.

All students involved in District extracurricular activities or who park a vehicle on school property shall be subject to this testing program. All eligible students shall sign up by the day designated by school officials. All students signed up shall be tested the first time. Students entering extracurricular activities or requesting a parking permit later in the year shall be expected to test before participating or receiving a parking permit. Testing after the initial time shall be by random selection through the computer.

Students who are not involved in extracurricular activities or who do not park a vehicle on school property may sign up to be tested, respective of the same consequences.

Screening shall be by an independent laboratory using an accepted immunological screening procedure. All illicit drugs detected shall be confirmed by MS/GC methodology. Testing shall be administered by lab personnel. Each student who is selected shall be required to provide a urine sample in accordance with testing procedures and protocol below.

If school officials have reasonable suspicion for suspected drug use by a student, then that student shall be subject to testing.

DRUGS - The District shall test for the following drugs: barbiturates, amphetamines, benzodiazepines, cocaine, methaqualone (methadone), opiates (codeine, heroin, morphine, papaverine), tetrahydrocannabinoids (THC) (marijuana), propoxyphene, and steroids.

TESTING PROCEDURES AND PROTOCOL - Students shall be required to submit a sample immediately upon request. All specimens shall be collected, adhering immediately to a strict chain of custody.

Personnel from the drug-testing laboratory shall collect urine samples under conditions that are no more intrusive than the conditions experienced in a public restroom. When selected for testing, a student shall be escorted to the school's testing site by a District employee and shall remain under employee supervision until the student provides a sample. A student shall produce a sample within a closed restroom stall. All specimens shall be identified by the student's social security number.

All positive screenings shall be confirmed by student admission and/or an additional test that may include Gas Chromatography/Mass Spectrometry testing by an independent laboratory.

CONFIDENTIALITY - The collection and coding of specimen samples shall be executed in a manner ensuring total confidentiality and proper identification. Test results are known only by the student and District designees. All test results shall be destroyed when the student is no longer in school.

NONCOMPLIANCE - Noncompliance by any student with the above testing procedures shall be considered a positive offense. Noncompliance shall be reported to the District designee. Any student refusing to be tested shall face the same sanctions as if he or she had a positive test.

Each time a student says no to a drug test, after having signed the permission slip, shall be treated as a positive test.

- First No = First positive test; equal to the same consequences.
- Second No = Second positive test; equal to the same consequences.

- Third No = Third positive test; equal to the same consequences, after due process, if necessary.

SANCTIONS FOR POSITIVE TESTING - All offenses are cumulative for the student's secondary career. If a student has had a positive test and is under suspension, that student shall not be eligible to try out for cheerleader, majorette, or any other group that has a tryout during the suspension period. Students will be required to participate in practices during their suspension.

FIRST OFFENSE - The following disciplinary measures shall be taken for any student testing positive for the first time.

1. Procedures
 - a. Drug counseling.
 - b. Notification of parent/guardian to discuss the student's problem.
 - c. Approval of District designees before a student is reinstated.
2. Sanctions
 - a. Students shall be suspended from extracurricular activities or parking a vehicle on school property for a minimum of 15 days.
 - b. Students may be retested at the end of the 15-day suspension and their system must be clear of any drugs before reinstatement.
 - c. A student who tests positive shall be expected to test on each scheduled date for one calendar year from the date of the positive test. After one year and no positive test have been made, then the student shall be returned to random testing status. If a second positive test occurs, then the student shall face sanctions dictated under Second Offense.
 - d. Students will perform five (5) hours of community service before reinstatement.

SECOND OFFENSE - The following disciplinary measures shall be taken for any student testing positive for the second time.

1. Procedures
 - a. Drug counseling.
 - b. Notification of parent/guardian to discuss the student's problem.
 - c. Approval of District designees before a student is rein-stated.
2. Sanctions
 - a. Students shall be suspended from extracurricular activities or parking a vehicle on school property for a minimum of 15 days.
 - b. Students may be retested at the end of the 15-day suspension and their system must be

clear of any drugs before reinstatement.

c. A student who tests positive shall be expected to test on each scheduled date for one calendar year from the date of the positive test. After one year and no positive test have been made, then the student shall be returned to random testing status. If a third positive test occurs, then the student shall face sanctions dictated under Third Offense.

d. Students will perform ten (10) hours of community service before reinstatement.

THIRD AND SUBSEQUENT OFFENCE - The following disciplinary measures should be taken for any student testing positive for the third and any subsequent time.

3. Procedures

a. Drug counseling.

b. Notification of parent/guardian to discuss the student's problem.

c. Approval of District designees before a student is reinstated.

4. Sanctions

a. Students shall be suspended from extracurricular activities or parking a vehicle on school property for a minimum of 15 days.

b. Students may be retested at the end of the 15-day suspension and their system must be clear of any drugs before reinstatement.

c. A student who tests positive shall be expected to test on each scheduled date for one calendar year from the date of the positive test. After one year and no positive test have been made, then the student shall be returned to random testing status. If a third positive test occurs, then the student shall face sanctions dictated under Third Offense.

d. Students will perform fifteen (15) hours of community service before reinstatement.

COST - The District shall not be responsible for any cost incurred during drug counseling or testing other than that done according to District policy.

Vehicles on Campus (*Secondary Grade Levels Only*)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 63.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the Director of Federal Programs, Debby Morse at 903-962-8171 or dmorse@grandsalineisd.net.

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's [Talking Book Program](#), which provides audio books free of charge to qualifying Texans with visual, physical, or reading disabilities.

Standardized Testing

SAT / ACT

(Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering first-year students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: high school football games; high school basketball games; high school athletic banquets; high school club and organization banquets; high school, middle school, intermediate school, and

elementary school award ceremonies; and high school, middle school, intermediate school, and elementary school pep rallies. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA (LOCAL).

[See policy FNA (LOCAL) regarding other speaking opportunities and **Graduation** for information related to student speakers at graduation ceremonies.]

Summer School (All Grade Levels)

Students with excessive absences will be assigned to summer school based on the number of absences during the school year to restore class credit.

Compulsory attendance laws apply to summer school to receive credit.

Tardies (All Grade Levels)

Secondary Tardy Policy

GOAL: To reduce the number of students who are late to class.

RATIONALE:

1. Students need to be in class, on time, to maximize learning.
2. Students who are late to class interfere with the learning of others.
3. Students should be held accountable for being in class on time.
4. Students have four minutes to make class on time.

POLICY:

1. Students are tardy when they are not in the class when the bell rings.
2. It is the individual teacher's responsibility to inform the next period teacher of an excused tardy.
3. Students found in the hall without a pass will be considered as a tardy.
4. The tardy policy is on a per semester basis.

CONSEQUENCES:

1st Tardy	Warning
2nd Tardy	1 Lunch Detention
3rd Tardy	2 Lunch Detention
4th Tardy	3 Lunch Detentions
5 th Tardy	5 Lunch Detentions
6 or more Tardies	Office Referral

Intermediate Campus Tardy Policy

Students are expected to be in the classroom when the 8:00 bell rings. Consequences of tardiness are as follows:

1 st Tardy	Warning
2 nd Tardy	Conference

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum. Such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.

A student who is issued a damaged item should report the damage to the teacher.

Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 32, **Bullying** on page 44, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 34, for other transfer options.]

Transportation (All Grade Levels)

School-sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this

requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See **School-sponsored Field Trips** on page 111 for more information.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and any students who are homeless. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions and/or areas presenting a high risk of violence exist for students who live within two miles of the campus:

- US Highway 80, Highway 110, and Highway 17;
- The blocks bounded by Spring Street, Waldrip Street, Riverside Road, County Line Road, and Stadium Drive; and
- All streets south of the railroad tracks.

Because students in these areas might encounter hazardous traffic conditions or be subject to areas presenting a high risk of violence when walking to and from school, the district will provide transportation to these students. Please contact the Superintendent's Office for additional information.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact *the Maintenance and Transportation Department at 903-962-8206*.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.

- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Face the front of the bus at all times.
- Never hang on the backs of the seats in front or behind you.
- Keep hands to yourself at all times.
- No loud noises (shouting, screaming, or yelling) are allowed.
- Do not eat or drink on the bus.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

Vandalism (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this

equipment, contact the principal, who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF (LOCAL).]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

Request entry to the school at the primary entrance unless otherwise directed by a district employee

Report to the main office

Be prepared to show identification

Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee

Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior or violations of student privacy will not be permitted.

(For video and other recordings by parents or visitors to virtual or in person classrooms, see consent to video or audio record a student when not already permitted by law on page 6).

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG (LOCAL) or GF (LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal for more information. Our district uses the RAPTOR visitor management system. It reads a visitor's driver's license and compares that information to a sex offender database. It alerts a school administrator if a match is found.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

Conclusion

This student handbook has been prepared for the benefit of the students and families in Grand Saline ISD. It is not flawless and changes may need to be made as progress always calls for change. We are always open to suggestions from students or families. Working together, Grand Saline ISD will develop an even better school personality. Every school has a personality and may we keep ours on the very highest plane.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student in acquiring the knowledge and skills required at his or her grade level. It is required when a student not meeting the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire refer to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

ED stands for the U. S. Department of Public Safety.

Emergent Bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performances on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school or individual.

SAT refers to the Scholastic Aptitude Test; one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstance, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and or expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public-school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix:

Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://www.grandsalineisd.net/>. Below is the text of *Grand Saline ISD's* policy FFI (LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI (LOCAL) adopted on *November 9, 2017*

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber bullying.

For provisions regarding discrimination and harassment involving District students, see FFH.

Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyber bullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, and assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statement, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may act in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG (LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC (LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Bullying Protocol

To Prohibit Harassment, Intimidation, and Bullying

The Grand Saline Independent School District is committed to a safe and civil educational environment for all students, employees, volunteers and patrons free from harassment, intimidation, or bullying. "Harassment, intimidation, bullying, or cyber-bullying" means any written, verbal, or physical act, when the written, verbal, or physical act:

Physically harms a student or damages the student's property; or

Places a student in reasonable fear of harm to the student's person or to the student's property; or

Has the effect of substantially interfering with a student's education; or

Is severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment; or

Has the effect of substantially disrupting the orderly operation of the school?

Nothing in the policy requires the affected student to possess a characteristic that is perceived basis for the harassment, intimidation, or bullying, or another distinguishing characteristic.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral, or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact of the victim. This includes appropriate intervention(s), restoration of positive climate, and retaliation for harassment, intimidation or bullying also constitutes violations of this policy.

The Superintendent or designee is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation components or procedures consistent with the District's Code of Conduct.

Procedures for Reporting Bullying

The student will report the incident to a teacher, Assistant Principal, Principal, or Counselor.

The student will complete an incident report to be returned to the Assistant Principal, Principal, or Counselor.

Procedures for Investigating Reports of Bullying

Campus administrators shall investigate all reports of bullying.

The campus administrator shall promptly take interim action to prevent bullying during the course of an investigation.

The investigation should be completed within ten District business days from the date of the report.

When the investigation is complete, the administrator shall compile a full written report of the complaint and the result of the investigation, including a determination of whether bullying occurred.

A copy of the report should be sent to the Superintendent or designee.

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses.

Disciplinary Options for Bullying

Counseling

In-School Suspension

Out of School Suspension

Referral to Law Enforcement

DAEP

Appeal Process

A student who is dissatisfied with the outcome of the investigation may appeal through local policy, beginning at the appropriate level.

Proactive Measures to Prevent Bullying

Teachers and Administrators outline a clear definition of bullying to students.

Open conversations about bullying

Classroom guidance by the school Counselor

Law Enforcement Presentations

Commitment to administrative visibility and availability.

Bullying incident reports can be obtained through the high school office.

Addendums

Addendum A - Grand Saline Elementary and Intermediate School

Grades PK-5

Campus Schedule

Elementary School

7:30 Students may arrive on campus
NO supervision until 7:30
Breakfast served in cafeteria
7:45 First bell rings/ Tutoring bell rings
8:00* **Tardy Bell** – Students must enter through front entrance
Morning Announcements
Instruction begins

Lunch** (Times subject to change.)

10:45	Pre-K and Head Start
10:25	Kindergarten
11:18	1 st Grade
11:49	2 nd Grade

Dismissal

3:30	All Grades
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* Students are expected to be in place by 7:50. Students arriving late must enter through front entrance & report to the office for a Tardy Slip.

** Visitors are welcomed at lunchtime after signing in at the office, having their driver's license scanned, and receiving a visitor's pass. Please be prepared to present your license upon arriving in the office.

Intermediate School

7:30	Students may arrive on campus (NO supervision prior to 7:30) Breakfast is served in cafeteria
7:30	Building is open for student entry
7:45	First bell rings/ Tutoring bell rings
8:00*	Tardy Bell Morning Announcements Instruction Begins Lunch** 10:30 – 11:00 Third grade 10:45 – 11:15 Fourth Grade 11:05 – 11:35 Fifth Grade
3:30	Car Riders & Bus Students are Dismissed

*Students are expected to be in their classrooms by 8:00. Students arriving late must Report to the office for an admit slip.

***Visitors are welcomed at lunchtime after signing in at the office, having their driver's license scanned, and receiving a visitor's pass. Please be prepared to present your license upon arriving in the office.

Conduct

All staff and students will adhere to the *Indian Pride Motto* which is recited each day during Morning Assembly and states:

Indian Pride Motto

For Indian Pride, I will only do things that allow teachers to teach and students to learn.

I will show respect for myself, others and the school.

I will be in the right place, at the right time, doing the right thing.

Students are expected to behave in a responsible manner, demonstrating courtesy and respect for the rights of other students and District staff. Student cooperation and respect for the property of others, including GSISD property, is essential to maintenance of facilities, safety, order, and discipline.

As required by law, GSISD has developed a Student Code of Conduct that establishes behavior standards (both on and off campus) and consequences for failure to abide. Students and parents need to be familiar with these standards as well as the Intermediate campus and classroom rules (provided by teachers) in order to avoid violations and the subsequent consequences.

Intermediate School

Conduct Grades

We believe conduct grades are as important as academic grades because a student's behavior affects his/her academic achievement and the achievement of others as well.

The following letter grades will be assigned for student conduct each six weeks:

- | | |
|---------------------|--|
| E-excellent | Behavior enhances learning for self and others. Student follows school rules and classroom rules. |
| | <ul style="list-style-type: none">*returns assignments promptly*follows directions (oral, written, understood)*initiates own work/studies independently*participates in class discussions*demonstrates good listening skills*speaks with permission*stays on task*demonstrates respect for self, others, and property*is helpful in accordance with classroom procedures*displays positive leadership |
| S-satisfactory | Behavior is acceptable and often enhances learning for self and others. Student must be reminded of school and classroom rules. |
| | <ul style="list-style-type: none">*One or two of the above criteria may require prompting. |
| N-needs improvement | |

Behavior needs improvement. Student does not follow rules and behavior interferes with learning.

- *Displays attention-getting behaviors
- *Requires the teacher to stop teaching frequently for Prompting
- *Persistent lack of preparedness
- *Displays a lack of respect for self, others, or property
- *May require isolation from peers
- *Behavior seriously affects the learning atmosphere
- *Must frequently be corrected by school staff members

U-unacceptable

Behavior is unacceptable and disrupts learning.

(Differs from “N” by degree and non-display of corrective measures)

- *Extreme, consistent, persistent inappropriate behavior
- *Aggressive verbally or physically
- *Places self or others in danger
- *Provokes others by intentional actions
- *Makes verbal or physical threats

NOTICE: Students receiving “E” or “S” in conduct will be recognized for their outstanding behavior. Students receiving “N” or “U” may not be allowed to participate in extra-curricular activities, field trips, etc.

DETENTION (Intermediate School Only)

Students are periodically assigned to detention for misbehaviors. Detentions are held immediately after school Monday – Thursday until 4:00 in the Intermediate School library.

Electronic Devices / Cell Phones

Students may use the telephone in the office, after having secured permission. Students will not be called to the telephone during class except for an emergency. Students will be allowed to bring cell phones to school for after school purposes. However, they must be kept outside the classroom and turned off during the school day. Electronic devices or cell phones being used during the school day will be confiscated and retained by the principal. The principal will contact the parent/guardian and return the phone to the student at the end of the day. Additional times may result in other consequences.

Field Trips

Students will have the opportunity to participate in field trips during the school year. Cell phones are not allowed on field trips due to safety and privacy concerns. Parents are asked to refrain from videoing or photographing students other than their own for confidentiality and privacy purposes.

Grades

Elementary School and Intermediate School

Student grades are based on developmentally appropriate skills and concepts. Students in Pre-K, Head Start and Kindergarten will be graded based on mastery levels. Numerical grades based on scale of 100 are given in first through fifth grades for core content subjects. Parents are encouraged to monitor their child's grades through the Internet at:

<https://portals07.ascendertx.com/ParentPortal/adminLogin?distid=234904>. Follow the instructions given to apply for access. Letter grades will be used for other subjects using the following criteria:

- E – Student is progressing above his/her potential or capacity
- S – Student is progressing near his/her potential or capacity
- N – Student is progressing below his/her potential or capacity
- U – Student is functioning far below his/her potential or capacity

Questions regarding grading should be directed to your child's teacher.

Playground

Elementary School and Intermediate School

Students are encouraged to have fun on the playground. The following is a general list of guidelines and does not include every possibility:

- All play should be done in a safe manner.
- All students must remain in the designated play area.
- All rocks, sticks, dirt, etc. must remain on the ground and not be thrown.
- All students are expected to treat equipment, school grounds, and others with respect.
- Teasing, taunting, or harassing others will not be allowed.

NOTE: Recess plays a big role in social development. Unless it is raining, is too muddy, or the temperature is below 32° or above 100°, students will go outside. Remember to dress appropriately for the weather.

Student Safety

It is our desire to create and maintain a safe, educational environment that is conducive to learning. We have taken several precautionary measures to ensure that and would appreciate your support and assistance in enforcing them.

Elementary School

1. Students should not arrive on campus before 7:30 due to no adult supervision.
2. Students should arrive to and be dismissed from the designated area(s) only. Staff members will be on duty to ensure the safety of all.
3. All car riders should be dropped off & picked up in the car lanes as designated in parent letter sent by principal.

4. Car Tags will be provided & should be displayed in car windshield.
5. Any parent needing to communicate with school staff should park in front parking lot off Stadium Drive & come inside building.
6. ALL visitors must sign in and receive a pass from the office upon arrival on campus. Be prepared to present driver's license on each visit.

Intermediate School

1. Students should not arrive on campus before 7:30 due to no adult supervision.
2. Students should be dropped off and picked up in the circle drive only.
****We utilize ONE lane of traffic for drop-off and TWO lanes for pick-up.****
3. Car-tags with student names & grades should be displayed in the car windshield.
4. All students, parents, and visitors must use the front doors to enter the building.
5. Parents and visitors must sign in and receive a pass before going to any other area of the school (hallways, classrooms, lunchroom, etc.)
6. Students should be picked up in front of the school at 3:30 unless they are attending tutorials, detention, or other approved activity. **Students are not allowed to cross the bus lane or Stadium Drive unless using the designated crosswalk.**

Addendum B – Middle School and High School

Grades 6-12

Alma Mater

Let our voices loudly ringing
Echo far and near
Songs of praise to thee we're singing
And our memories dear
Grand Saline High School
Grand Saline High School
Loud our praises ring
Hail to thee our dear old high school
Hail to thee, Grand Saline

School Regulations and Policies

Academic Banquet

Every year during the spring semester, an Academic Banquet is held at the high school. This banquet is to honor those students who have been recognized as excelling in their various courses. Students who may have received a scholarship, the coveted “G” Award, etc., are also recognized at this time.

Cheerleaders

All high school cheerleaders plus one mascot at the high school will be selected in the spring of each year.

Eligibility guidelines can be found in the cheerleading handbook, and are available in the principal’s office or with the cheerleading sponsor.

Computer Resources

District resources have been invested in computer technology to broaden instruction and to prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved instructional purposes only. Students and parents will be asked to sign a student agreement regarding appropriate use of these resources, violations of this agreement may prompt termination of privileges and other disciplinary action.

Drum Major and Color Guard

The Drum Major and Color Guard are selected each spring for the following year. Selection is made strictly on musicianship and spinning ability by impartial judge or judges. The judge(s) will be chosen by the band director and will preferably be from out-of-town. For requirements, or more information concerning Drum Major, Color Guard and/or majorettes, please refer to the band handbook or band director.

Early Graduation

1. A student who is planning to graduate early should declare their intentions preferably no later than the beginning of their sophomore year.
2. Credits may be obtained through dual credit, credit by examination, Odyssey Ware, or correspondence courses. Students can only earn up to two credits by taking correspondence courses. Freshmen and sophomore level credits in core subjects may not be earned through Odyssey Ware. Other credits toward graduation may be obtained through Odyssey Ware.
3. Early graduates will not be allowed to be Valedictorian or Salutatorian.
4. Early graduates will not be ranked with the graduating senior class, but will receive their junior ranking.
5. Students who do not earn credits for graduation within the appropriate amount of time must return to high school and enroll full time.
6. Extra weight will be given for dual credit.
7. Students must have passed all sections of the EOC exams or met IGC Graduation requirements.
8. A parent conference must be set up prior to earning credits to graduate early.

Early Release/Late Arrival

In order to qualify for an early release, a student **MUST** meet the following requirements:

1. The student must be a senior and have a minimum of 21 credits in the appropriate course work.
2. The student must be enrolled in nine (9) college credit hours to have one (1) early release or late arrival period or be enrolled in twelve (12) college credit hours to have two (2) early release periods or one (1) late arrival and one (1) early release period.
3. To maintain the early release or late arrival, the senior must be passing all the subjects in which he/she is enrolled. A senior on early release/late arrival who is failing and/or failing to meet attendance requirements will be required to attend a study hall for those early release/late arrival classes.

Elections and Elected Offices

Various elections are held throughout the school year to select students for certain offices and positions. The student body elect's student council president and vice-president, homecoming queen and court, and favorites for the annual. The following provisions will apply in these elections:

The student council will supervise all elections. Only faculty members will help and supervise all counting on ballots. The results of all elections will be summarized and kept on file for future references. The number of votes received by each candidate in an election will not be made public, to prevent embarrassment to those receiving the lowest number of votes.

Due to the time element, there will be no runoffs for any office or position. Those students who lead on the first ballot will be declared the winners.

A student may be selected to more than one of the annual selections of class favorite personalities, (Mr. GSHS, Miss GSHS, Most Beautiful, etc.) homecoming queen and court, or organizational sweethearts.

A special election may be called to replace any student that becomes ineligible due to disciplinary problems or scholastic eligibility.

No student may hold more than two elective offices such as student council president, junior or senior president, and all organizational presidents, etc.

Any student who holds or runs for any elected office must meet TEA grade requirements and have a satisfactory rating in citizenship and minimal absences. In addition, they must have been in attendance at Grand Saline Schools for at least one semester prior to the time of the election.

Eligibility to Leave Campus on School Trips

1. The student must have passed all courses from the prior six weeks.
2. The student cannot be in violation of the 90% attendance rule.
3. The student cannot have serious disciplinary problems as determined by the campus Principal.

Failure to meet all these guidelines would result in denial of the privilege to be included on the trip participation list.

Exam Exemption Policy for Grand Saline High School

0 Absences – Must have an 87 or higher

1 Absence – Must have a 90 or higher

2 Absences – Must have a 93 or higher

3 Absences – Must have a 95 or higher

More than 3 absences will result in NO exemption for that class.

3 Tardies in a class will count as 1 absence.

*Any student who was assigned ISS or OSS will not be exempt from their semester or final exams.

Foreign Exchange Students Enrolled as Seniors

Any foreign exchange student enrolling as a senior may receive a standard high school diploma under the following conditions:

Foreign exchange students shall be responsible for paying all fees for tests, translations, and evaluations required in order to meet state and local graduation requirements.

Foreign exchange students who do not complete the graduation requirements shall be issued an honorary diploma upon completion of the senior school year, and shall be permitted to take part in commencement exercises.

Senior options in enrollment shall be explained to exchange students and sponsors by principals or counselors, including state and local graduation requirements.

Grading System

The following grading system has been adopted for Grand Saline High School. The actual numerical values will be recorded on both the report cards and the permanent records.

NUMERICAL RATING	CLASS STANDING
90 - 100	Excellent
80 - 89	Above Average
75 - 79	Average
70 - 74	Marginal
69 or below 70	Failing

Conduct Grades

Citizenship is one of the most important facets of any good high school program. The citizenship grade should reflect the student's ability to function with their own peer group and their ability to function within the overall school community. Letter grades will be given in citizenship according to the following:

LETTER GRADE	CLASS STANDING
S	Good
N	Needs Improvement
U	Unsatisfactory

If a student receives an unsatisfactory or "U" for a conduct grade for six weeks grading period, the student will not be allowed to participate in extracurricular activities for the following six weeks, nor will the student's name be included on the honor roll. The unsatisfactory must be evidenced by teacher documentation and given with the concurrence of the campus principal. The teacher must also have given notice at the time of three weeks progress reports that the student's conduct grade was in jeopardy, unless the misconduct occurred after the time of the progress report. In that event, the building principal must approve the unsatisfactory grade before it can be given.

Honor Roll

A six weeks honor roll will be selected after each six-week period. There will be an "A" and a "B" honor roll. The "A" honor roll will consist of all students who made 90 or above in each of their subjects and who have made no unsatisfactory marks in citizenship for the period. The "B"

honor roll will consist of all students who make 80 or above in all of their subjects and have made no unsatisfactory marks in citizenship for the six-week period. A student must be taking a full load of six courses in order to be eligible for the honor roll. The same rules applying for the six weeks honor roll also apply to the semester honor roll. Dual credit courses will be exempted from honor rolls for six weeks reporting, but will count towards semester honor roll and year honor roll since course grades will be available.

Junior-Senior Prom

Each school year, the junior class sponsors a prom in honor of the seniors. This is always considered as one of the highlights of the senior year at Grand Saline High School. Students are expected to exhibit the type of behavior fitting for a school sponsored affair, and absolutely no alcoholic beverages or drugs of any sort are permitted on such occasions. JUNIORS AND THEIR PARENTS ARE EXPECTED TO ORGANIZE, PLAN, CONDUCT FUND-RAISERS, ETC. IN MAKING THIS EVENT TAKE PLACE. JUNIOR SPONSORS WILL PROVIDE INFORMATION, DIRECTION, AND SUPPORT. JUNIOR PARENTS ARE EXPECTED TO BE ON HAND AS CHAPERONES. JUNIOR OFFICERS AND THEIR PARENTS ARE EXPECTED TO ORGANIZE COMMITTEES FOR FUND-RAISING, PLANNING, DECORATION, FOOD, AND CLEANUP.

Lockers

Lockers are assigned when a student first enters school and each student is expected to keep that locker for the entire year. If any changes are made, please confer with the principal's office. Students are expected to keep their lockers neat and clean. They should be cleaned out at regular intervals and kept in an orderly manner. Lockers, desks, and other places owned or controlled by the school district shall be considered jointly shared by the student and the school district, and school officials shall have the right to search such places. Bumper stickers, etc., are not allowed on the inside or outside of the lockers. Students may place a lock on their lockers but must inform the front office of any combination or give them a key (whichever may apply). In an emergency, the lock may be cut off.

National Honor Society

To be eligible for the National Honor Society, students must maintain an overall 95 average. From those eligible students, nominations are taken and a faculty council further evaluates the nominations. Criteria for the NHS include Scholarship, Leadership, Character, and Service. Students may be placed on probation for a period of time if their grades drop below a 95 percent average or if their behavior interferes with the other NHS criteria.

The Grand Saline High School National Honor Society Bylaws are posted on the school website at www.grandsalineisdnet and a hard copy can be obtained through the campus office or through the NHS Sponsor.

P.E. Attire

All students, grades 9 - 12 enrolled in physical education, should wear designated P.E. clothing.

Practicum Procedures

- Eligible to all 11th & 12th grade students who have completed all EOC testing requirements

- May be a paid or unpaid position
 - Paid positions are found by the student
 - Unpaid positions are qualified by the school
- May be a 2 or 3 credit course
 - 1 credit is determined by a class that meets daily to teach business skills
 - 1 or 2 additional credits may be earned through off-campus positions
 - 2 credit course requires an average of 10 hours of “on the job” experience each week
 - 3 credit course requires an average of 15 hours of “on the job” experience each week
- Office, teacher and library aide positions will be changed to practicum courses
- Students will have out of school time requirements to meet the average hour requirement
- CTE teacher must have 1 period to make visits to the job site
- 2 grades are awarded by the CTE teacher for the course
 - 1st grade is earned through the class that meets daily
 - 2nd grade is earned through meeting the required average work hours each week
 - Work hours are average over the amount of school weeks
 - Meeting the 10- or 15-hour work requirement per week = 100
 - Not meeting the average hour requirement is a deduction in the semester grade (a scale needs to be developed)
 - A maximum of 2 grades will count in the GPA (policy already in place)

Public Address System

The public address system is the regular channel through which announcements concerning school and school-related activities will be made. Announcements for the various organizations should be in writing and should be signed by the sponsor or coach requesting the announcement. Only announcements of an emergency nature will be made other than at the designated time.

Remind 101

High School

To receive Remind 101 messages, send text to 81010. The message should include @gshs with the student’s graduation year i.e.: @gshs2025.

Middle School

To receive Remind 101 messages, send text to 81010. The message should include @gsms with the student’s graduation year i.e.: @gsms2025.

Intermediate School

To receive Remind 101 messages, send text to 81010. The message should include @gsis with the student’s graduation year i.e.: @gsis2025

Sponsors — Class and Organizations

Each class or organization is assigned one of the faculty members of the high school as a sponsor. The sponsor acts as a guide and advisor for all activities of the group and all projects and activities must first be approved by this sponsor. The sponsor's job is primarily an advisory one — they should not be expected to carry the load in planning and carrying out the various projects and activities as class or club sponsors.

Student Council

The Student Council is one of the most important organizations of the school. Among the almost unlimited opportunities for constructive service through the Student Council is the teaching and practice of democracy and good sportsmanship. Briefly, the Student Council is the students' voice in the management of the high school. Some of the objectives of this council are as follows:

1. To promote student activity.
2. To develop attitudes of good citizenship.
3. To promote the welfare of the school.
4. To develop student initiative and responsibility.
5. To provide a laboratory for citizenship.
6. To provide an opportunity for the training of student leaders.

It is understood that the Student Council is not a governing body for the school. This is the legal responsibility of the faculty, the principal, and the superintendent, who in turn are responsible to the Board of Education.

Student Load

The following requirements are to be noted in regard to the normal student load:

1. The normal load for all students is eight academic subjects, extracurricular activities, or P.E. courses.
2. Generally, students will not be allowed to schedule two courses in the same subject (such as two English courses, two math courses, etc.). Certain exceptions to this will be made when the courses are needed for graduation.
3. Students who choose to be teacher assistants, office assistants, or who hold demanding extracurricular assignments (such as editor of the annual, etc.) are expected to carry the normal academic load. All of these types of jobs are voluntary on the part of the student and a student would drop such extracurricular assignments if they will prevent them from carrying a normal load of subjects. Teacher and office assistants will be granted one local credit per year upon the recommendation of the teacher or principal.
4. All students must attend school for 9 periods of the day with the exception of seniors who have met the requirements to have early release or late arrival in their schedule or students who participate in the work programs.

Transcripts

Your transcript is an official record from the principal's office of your credits, grades, and accomplishments. The release of transcripts is subject to compliance with the Family Privacy Act of 1974. You can obtain a transcript request form in the front office.

Tyler Junior College Early Admission Program

Senior, Junior, Sophomore and Freshmen students at Grand Saline High School may request early admission to TJC in order to take the dual-credit courses, provided the following conditions are met:

1. Meet all standards required by TJC for admission to the program.
2. Obtain written approval of high school principal and parents or guardian.
3. Show evidence of actual enrollment at TJC.
4. Carry the normal academic course load in high school.
5. Give written permission for the release of attendance and grade reports to the Grand Saline Independent School District.
6. Maintain a 70 average in each dual credit course in order for the school to consider payment for the second semester dual credit course. The district will not consider payment for a 2nd semester course in which the student dropped the prior course during the 1st semester.

WORKING
TOGETHER
OUR KIDS
WILL BE
SUCCESSFUL!