

2023-2024 Groveton ISD Student Handbook



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PREFACE

To Students and Parents:

Welcome to school year 2023-2024! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Groveton I.S.D. Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I—PARENTAL RIGHTS—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic, and, where possible, further divided by applicability to ages and / or grade levels, for quick access when searching for information on a specific issue.

Please be aware that the term “the student’s parent” is used to refer to the parent, legal guardian, or any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Groveton I.S.D. Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as an attachment to this handbook and posted at www.grovetonisd.net or available in the principal’s office.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

Also, please be aware that the handbook is updated yearly, while policy adoption and revision 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 provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district. After reading the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact your campus Principal. Complete and return to the student’s campus either the Acknowledgement Form or Acknowledgement of Electronic Distribution of Student Handbook.

[See Objecting to the Release of Directory Information on page 14, and Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation on pages 2&3, for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district’s policy manual is available for review in the district administration office or online at www.grovetonisd.net. For questions about the material in this

handbook, please contact: Rebecca Huff, Assistant Superintendent at 936.642.1473 or rhuff@grovetonisd.net.

SECTION I: PARENTAL RIGHTS

This section of the Groveton I.S.D. Student Handbook includes information related to certain rights of parents as specified in state or federal law.

PARENT AND FAMILY ENGAGEMENT (All Grade Levels)

Working Together

Both experience and research tell us that a child's education succeeds best when there is effective communication and a strong partnership between home and school. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis 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 of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at (936)642-1473 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
- Becoming a school volunteer. [For further information, see policies at GKG and contact the campus principal.
- Participating in campus parent organizations.
- 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 Rebecca Huff at (936)642-1473.
- Serving on the School Health Advisory Council (SHAC), assisting the district in aligning local community values with the health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Attending board meetings (4th Monday every month at 6 p.m. in Administration Building) to learn more about district operations.

Parent Involvement Coordinator

The Parent Involvement Coordinator, who collaborates with parents of students participating in Title I programs **is Rebecca Huff and may be contacted at 936-642-1473.**

PARTICIPATION IN THIRD-PARTY SURVEYS

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- **Political affiliations or beliefs of the student or the student’s parent.**
- Mental or psychological problems of the student or the student’s family.
- Sexual 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, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

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

As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for; or to, students or educational institutions.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and whether the teacher is currently teaching in the field of discipline of his or her certification. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Reviewing Instructional Materials

As a parent, you have a 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 to your child.

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

Accessing Student Records

You may review your child's student records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

[See Video Cameras on page 67 for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

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

A student under the age of 14, must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the student will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Religious or Moral Beliefs

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding 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 the Texas Education Agency.

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

- Present abstinence from sexual activity as the preferred choice of behavior 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 is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is 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.

In accordance with state law, below is a summary of the district's curriculum regarding human sexuality instruction:

Groveton I.S.D's High School Health curriculum contains basic information about the development of the human body, pregnancy, STD's, and abstinence.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the

campus principal for additional information. Before a student receives human sexuality instruction, 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.

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required moment of silence or silent activity that follows.

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

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL).]

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests. However, the employee is required to include the student's parent as a recipient on all text messages.

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Prohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the enrollment packet. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this request at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

Safety Transfers / Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by

Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the Superintendent for information.

- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus. Transportation is not provided in this circumstance.
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (LOCAL).]
- Request the transfer of your child to another campus or a neighboring district if your child has been the victim of a 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 that assault. [See policy FDE.]

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB(LEGAL).]

Students Who Receive 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, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

Service/Assistance Animal Use by Students

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service animal on campus.

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student does only passes one semester of a two-semester course.

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, 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 to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

Students Who Are Homeless

Children who are 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;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

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

Students Who Have Learning Difficulties or Who Need or May Need 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 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*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note: A request for 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 person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services are as follows: Rhonda Lowery at the Elementary Campus, Wayne Williams at the Jr High, or Todd Moore at the High School Campus. All can be reached at 936-642-1473.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's 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, and 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 Rebecca Huff at 936-642-1473.

The following Web sites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Legal Framework

- Partners Resource Network
- Special Education Information Center
- Texas Project FIRST

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

The district will annually notify parents that it provides assistance to students other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

Students Who Speak 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 extra 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.

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

Children of military families will be provided flexibility regarding certain district requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. The district will permit no more than 3 excused absences per year for this purpose.

Additional information may be found at Military Family Resources at the Texas Education Agency.

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS / POLICIES

Instructional Materials

As a parent, you have a 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 to your child. 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.

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the student's teacher. 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.

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

You may request information regarding any state or district policy related to your child's participation in assessments required by federal law, state law, or the district.

Student Records**Accessing Student Records**

You may review your child's student records. These records include:

- 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,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at Objecting to the Release of Directory Information on page 12, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.

- The right to 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.
- 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 any 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 primarily restricted to an eligible student or a student's parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that, as soon as a student reaches the age of 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, 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, in the following circumstances:

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular 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 parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student's records includes working with the 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 to the school and the student; or investigating or evaluating programs.
- 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, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.

- To individuals granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to conduct accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order 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 information it has designated as directory information [see Objecting to the Release of Directory Information for opportunities to prohibit this disclosure].

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 and students who have withdrawn or graduated. A parent or eligible student who wishes to inspect the student records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The principal will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides 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 these records. The address of Principal Todd Moore is P.O. Box 728 Groveton TX, 75845.

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 records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record 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 the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy.

The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal's or superintendent's office or at www.grovetonisd.net. The parent's or eligible student's right of access to and copies of student records do not extend to all records.

Materials that are not considered educational records—such as a teacher’s personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

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 child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. This 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 a student’s directory information. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year.

Directory Information for School-Sponsored Purposes

The district often needs to use student information for the following school-sponsored purposes: Athletics, FFA, FCCLA, BETA, Cheerleading, Cosmetology, Auto-Tech, Building & Trades, Spanish Club, Band, and UIL academics. The district has identified the following 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 school previously attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team
- Enrollment status
- Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records

This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at **Directory Information**.

If you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs.

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education to provide students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior

written consent. A form included in the forms packet is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain valuable information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact Todd Moore or Rhonda Lowery (936) 642-1473.

SCHOOL SPIRIT

School Spirit is the feeling of loyalty and pride towards one's school and all for which it stands. It is the feeling of pride in and respect for the traditions of one's school. This spirit is very similar to the basic attitudes which have nourished and sustained our great American democracy.

One's School Spirit is developed through close attention to schoolwork, observations of school rules, participation in school activities, and respect for the feelings of other people.

Wherever you go, be proud that you are a student of Groveton I.S.D. Always strive to make this school the kind of school of which you can be proud. A school is only as good as the reputation of its students.

ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with compulsory attendance, the other with attendance for course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

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 is age 19 or older and has 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]

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 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 attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in

writing if their child is assigned to an accelerated reading instruction program as a result of 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 the state assessment for his or her grade level and applicable subject area.

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.

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- 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.

As listed in Section I at 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 who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Secondary Grade Levels

In addition, senior and junior absences of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Absences of up to two days in a school year will also be considered an exemption for a student serving 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.

An absence of a student in grades 6-12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; 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.

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law 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.

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parents, as required by law, to remind the parent that it is the parent’s duty to monitor the student’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Wayne Williams, Dean of Students. Contact him at wayne_williams@grovetonisd.net or 936.642.1473.

If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student, ages 12 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.[See policy FEA(LEGAL).]

Attendance for Credit or Final Grade (Kindergarten Through Grade 12)

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the

days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student engages in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class. If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.] All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM[LOCAL] if the student made up the work missed each day.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

The actual number of days a student must be in attendance in order to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day during the instructional hour as required by state rule. A student absent for any portion of the day, including at the official attendance-taking time 10:00 a.m., should follow the procedures below to provide documentation of the absence.

Documentation After an Absence

Parent's Note after an Absence

When a student must be absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

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

If a student is absent because of a doctor's appointment, a signed note (from the doctor) must be presented within 4 school days of the absence or it will be considered an unexcused absence.

Within three days of returning to school, a student absent for more than three 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 in order to determine whether the absence or absences will be excused or unexcused. [See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

ACADEMIC PROGRAMS

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

Groveton 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 based on academic factors and ratings;

- The district's fiscal management report, which will include the financial accountability rating assigned to the district by TEA;
- The performance ratings of the district's evaluation of community and student engagement using the indicators required by law; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Information about all of these can be found on the district's website at www.grovetonisd.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 and the TEA homepage.

AWARDS AND HONORS (All Grade Levels)

(Junior High)

In order to be considered for 8th grade class ranking, a student must:

1. Attend Groveton Junior High School during his/her entire 7th and 8th grade years.
2. Take Algebra I during 8th grade.
3. No summer school or correspondence grades will be used in calculating class ranking.
4. Both elective and core courses taken in 7th and 8th grades at Groveton Junior High will be given equal weight in determining class ranking.
5. Eighth grade students are ranked according to their average of all 7th and 8th grade junior high school work completed at the end of the fifth six weeks.

(High School)

In order to be Valedictorian, Salutatorian, or an Honor Graduate, a student must:

1. Complete the recommended courses for college preparation.
2. Attend Groveton High School during their entire Junior & Senior year.
3. Graduating students are ranked according to their average of all high school work completed at the end of the fifth six weeks.
4. No summer school or correspondence grades (maximum of two correspondence courses taken for graduation credit and only one at a time) will be used in figuring class rankings. All home-school grades transferred into the Groveton I.S.D. will carry Basic Grade Weight.
5. Courses taken in the junior high school for which students are awarded high school credit (Algebra I) will not receive any points toward high school ranking. To keep the ranking equitable for all students, Algebra I and Spanish I, which had previously been awarded advanced points will, under the new guidelines, receive regular points if taken in high school. Health, if taken in high school, will also be awarded regular points.
6. Advanced Grade points will only be given for courses that are offered at Groveton I.S.D.
7. Class ranking will be determined by the following grade point values:

Type Of Grades		Type Of Classes		
Letter	Numerical	Advanced	Regular	Basic
A	100	10.0	7.0	5.0
A	99	9.9	6.9	4.9
A	98	9.8	6.8	4.8
A	97	9.7	6.7	4.7
A	96	9.6	6.6	4.6
A	95	9.5	6.5	4.5
A	94	9.4	6.4	4.4
A	93	9.3	6.3	4.3
A	92	9.2	6.2	4.2
A	91	9.1	6.1	4.1
A	90	9.0	6.0	4.0
B	89	8.9	5.9	3.9
B	88	8.8	5.8	3.8
B	87	8.7	5.7	3.7
B	86	8.6	5.6	3.6
B	85	8.5	5.5	3.5
B	84	8.4	5.4	3.4
B	83	8.3	5.3	3.3
B	82	8.2	5.2	3.2
B	81	8.1	5.1	3.1
B	80	8.0	5.0	3.0
C	79	7.9	4.9	2.9
C	78	7.8	4.8	2.8
C	77	7.7	4.7	2.7
C	76	7.6	4.6	2.6
C	75	7.5	4.5	2.5
C	74	7.4	4.4	2.4
C	73	7.3	4.3	2.3
C	72	7.2	4.2	2.2
C	71	7.1	4.1	2.1

C	70	7.0	4.0	2.0
F	Below 70	0.0	0.0	0.0

The following list will determine values for courses:

Advanced

Business Computer Information Systems II
Dual Enrollment through Angelina College
Advanced Animal Science (Science Credit)
Accounting II
Advanced Geometry
Pre-calculus
Physics I
Spanish II & III
Advanced Quantitative Reasoning

Regular

English I, II, III, & IV
Geometry
Biology
Gifted/Talented (GT)
Integrated Physics & Chemistry (IPC)
Government/Economics
Business Computer Information Systems I
Communication Applications (Speech)
Desktop Publishing (Must have successfully
completed BCIS or 8th Grade Technology
Athletics
P.E. I, II
Introduction to Construction Careers
Applications)
All Family and Consumer Science Courses
All Health Science Courses
Building Trades I, II
Applied Music
History (World and American)
Cosmetology I, II, III, IV
Health
Automotive Technology Courses
All AG Science Courses
Band I, II, III, IV
Theater Arts I, II, III, IV
Journalism
Algebra I, II
World Geography
Art
Spanish I
Math Models
Chemistry
Anatomy & Physiology

Accounting I

Basic

Basic Skills Classes

General Constructions Trades (9-10)

General Mechanical Repair (9-10)

Special Education Classes with IEP Modifications

Math Lab

EOC Remediation

Nova Net Courses

Students in 8th grade who take Algebra 1 will receive HS Credit if they pass Algebra EOC and have a 70 or higher year end average. Those students with an average of 70-87 will be placed in Geometry and those with an 88 or higher will be placed in Advanced Geometry in the 9th grade.

Class rank will be determined by grade point values. Any ties for rank will be broken by grade averages (average of only those grades that are used to determine point value).

BULLYING

The district strives to prevent bullying, in accordance with the district's policies, by promoting positive school culture; building healthy relationships with students and staff. Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

Conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

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. In some cases, bullying can occur through using electronic methods, called "**cyberbullying.**"

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, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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 on the campus. In consultation with the student's parent, the student may also be transferred 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. [Also see Safety Transfers/Assignments]

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). 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 principal Todd Moore.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas: Agriculture, Building and Trades, Auto Tech, Cosmetology, and Family and Consumer sciences. Admission to these programs is based on prerequisite for certain courses and prior teacher approval for most courses.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of the district not to discriminate 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.

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 this with the child's teacher prior to bringing any 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. All food products coming from an outside source, such as a lunch being dropped off for a student must be dropped off at the office for the student to come pick up.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at the High School Principal's office. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus 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 (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see Texas Department of Family and Protective Services.

The following Web sites might help you become more aware of child abuse and neglect:

- Child Welfare Information Gateway <https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>
- Kids Health, For Parents, Child Abuse <https://kidshealth.org/en/parents/child-abuse.html>
- Office of the Texas Governor's Child Sex Trafficking Team <https://gov.texas.gov/organization/cid/childsextrafficking>

Reports may be made to:

The CPS division of the TDFPS (1 800-252-5400 or on the Web at Texas Abuse Hotline Website).

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 his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

If a college or university behaviors 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. Upon a student's registration for his or her first course that is college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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). Contact Krystle Page if you have any further questions.

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

[See also **Class Rank/Highest Ranking Student** on page 20 for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation on page 39 for information associated with the foundation graduation program].

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

Students in grades 11–12 have opportunity to earn college credit through dual credit courses taught through Angelina College on the High School campus. Please see the counselor for more information.

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, available on the district's website at grovetonisd.net. A copy of the complaint forms may be obtained in the principal's or superintendent's office. Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form 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.

COMMUNICATIONS-AUTOMATED

Emergency

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 pages 60-61 for information regarding contact with parents during an emergency situation.]

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—both on and off campus as well as 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 any periods of instruction during the summer months, 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.

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:

- Elementary – Rhonda Lowery and Richard Steubing
- Jr. High School- Wayne Williams
- High School – Todd Moore

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 district property or on public property that is within 500 feet of district property. Class disruption 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.

COUNSELING

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor is available 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 spring, students in grades 8-12 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.

To plan for the future, each student should work closely with the counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The school counselor can also provide information about entrance examinations and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships. The counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should set up an appointment with Krystle Page at 936-642-1473.

COURSE CREDIT (Secondary Grade Levels Only)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAM—If a Student Has Taken the Course/ Subject (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an examination on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

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

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

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

CREDIT BY EXAM 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 or to accelerate to the next grade level. The dates on which examinations are scheduled will be on a needs basis only during the 2019–2020 school year.

A student will earn course credit with a passing score of at least 90 on the examination.

Depending on the student's grade level and course for which the student seeks to earn credit by examination, an end-of-course assessment (EOC) may be required for graduation.

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 90 on each examination in the subject areas of language arts, mathematics, science, and social studies.

If a student plans to take an examination, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The district will consider a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the student's parent will be responsible for the cost of the examination.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students 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. [See policy FFH.]

Dating Violence

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. Dating violence will not be tolerated at school. [To report dating violence, see Reporting Procedures, on page 31].T

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 or 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.

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. A copy of the district's policy is available in the principal's office and in the superintendent's office.

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 or intimidating 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.

Two 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. 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 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.

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including 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, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

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, counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH(LOCAL) for other appropriate district officials to whom to make a report.

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.

The district will promptly notify the parents 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 parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.

During the course of an investigation, the district may take interim action to address the alleged prohibited conduct.

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted. [See policy FFI.]

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

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 are offered through Angelina College.

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, in order 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 will not recognize and apply the course or subject toward graduation requirements or subject mastery. TxVSN has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through non TxVSN to earn course credit for graduation. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 28. 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 and the requirements related to the incorporation of the EOC score into the student's final course grade and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the school counselor or principal.

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, flyers, etc.

The school newspaper, **The Indian**, and the yearbook, **The Tomahawk**, are 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 posting, circulating, or distributing more than ten copies of written materials, handbills, photographs, pictures, petitions, films, tapes, posters, 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. A student may appeal a principal's decision in accordance with policy FNG(LOCAL). Any student who posts non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without the principal's approval will be removed.

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, FNG, or GF.]

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 non-curriculum-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.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off and out of sight during the instructional day, including during all testing. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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 or the device is seen, the device will be confiscated. The student/parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

Confiscated telecommunications devices that are not retrieved by the student or the student's parents 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. Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for damaged, lost, or stolen telecommunications devices.

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 62 and policy FNF.]

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

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, 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.

In addition, 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 rise to the level of expulsion.

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.

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 inter-district competition. If a student participates 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.]

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- 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.
- An absence for participation in an activity that has not been approved will be an unexcused absence.
- 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 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited

Student safety in extracurricular activities is a priority of the district. Parents 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 [Education Code 33.094] [FM(LEGAL)]

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 local 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: FFA, FCCLA, BETA, Band, Athletics, Cheer, ETC.

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 credit 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 66-67].
- A maximum fee of \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirements. 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).

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 High School Principal.

FUND RAISING (All Grade Levels)

Fund raising activities by student groups and/or for school-sponsored projects shall be allowed, with prior administrative approval and under the supervision of the project sponsor, by students in all grades.

All fund raising projects shall be subject to the approval of the principal.

Monies collected by student groups shall be dispersed only for purposes authorized by the organization or upon approval of the sponsor. The principal or designee shall approve all disbursements. All funds raised by student organizations must be expended for the benefit of the students. Sponsors of the organizations that participate in fund raising activities are responsible for seeing that all monies raised are accounted for in the principal's office.

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.

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 30-31.]

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
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

GRADING POLICIES (Elementary)

Students shall be promoted from one grade level to the next on the basis of academic achievement.

Grading Guidelines for K through 5,

Grade Promotion

In **grades K through 5**, promotion to the next level shall be based on a year-end average of 70 or above in Mathematics and Reading and a 70 or above in at least 2 of the remaining core areas: Social Studies, ELA, and Science. All grade categories are weighted equally.

In grade Kindergarten, students will receive grades as follows:

- a.) S-Satisfactory
- b.) I-Improving
- c.) N-Needs Improvement
- d.) U-Unsatisfactory

Our grading scale for grades 1-5 is as follows:

- a) A=90-100
- b) B=80-89
- c) C=70-79
- d) F=69 and below

Grades 1-5, students will receive numerical grades for all core subjects: reading, math, science, social studies, and language arts composite. Grades will be calculated as follows in all subjects.

- a) Daily grades 40%
- b) Test Grades 50%
- c) Homework 10%

Students will receive a Language Arts Composite grade which reflects progress in language, spelling, and composition. The resulting composite grade will reflect:

- a) Grammar 50%
- b) Vocabulary Development/Spelling 10%
- c) Composition 40%

Elementary Report Cards: Report cards will be issued at the end of every six weeks to be sent home to parents for their signature.

Elementary Progress Reports: Progress Reports will be issued for ALL STUDENTS at the three week mark of each six weeks.

GRADING POLICY (Elementary Physical Education)

Pre-K - 5th: Grades are based on letter categories E= Excellent, S= Satisfactory, N=Needs Improvement, U= Unsatisfactory. Each grade category is based on a student's conduct, participation, attitude, and observation of school rules. All physical Education activities are based on the Texas Essential Knowledge and skills (TEKS) and help promote social skills, motor skills, physical fitness components, and lifetime activities, including individual, dual and team sports. Elementary physical education will not count toward a student's honor roll status.

LETTER GRADE DEFINITION:

ELEMENTARY PHYSICAL EDUCATION GRADING POLICY

Description	Assessment	Mark
The student displays an excellent attitude, excellent work habits and overall conduct, is cooperative and consistently observes school rules and regulations.	EXCELLENT	E
The student displays a good attitude, good work habits and overall conduct, is cooperative, and generally observes school rules and regulations.	SATISFACTORY	S
The student does not consistently display a good attitude, good work habits and overall conduct.	NEEDS IMPROVEMENT	N
The student displays a poor attitude and is consistently uncooperative. The student disrupts class and show little respect for the school and	UNSATISFACTORY	U

classroom rules and regulations.

GRADE REPORTING (Elementary)

Elementary Report cards: Report cards will be issued at the end of every six weeks to be sent home to parents for their signature.

Elementary Progress Reports: Progress Reports will be issued to ALL STUDENTS at the three week mark of every six weeks.

K through 5th will identify the student's reading level each six weeks and record it on the report card.

GRADING GUIDELINES (Jr. High, High School)

Report cards will be issued at the end of every six weeks to be presented to parents for their signature. Progress reports will be sent to parents at the end of each week if the student has a grade below 75.

Semester grades will be determined by computing the three six-weeks averages as three-fourths and the semester test as one-fourth. (Add the three six weeks averages three times, then add the semester grade to the total and divide by four.)

GRADING POLICY REQUIREMENTS (Jr. High, High School)

1. **Forty Percent (40%)** of a grade in each grading period shall be based on summative activities such as **major projects and tests**.
2. **Sixty percent (60%)** of a grade in each grading period shall be based on formative activities such as **class work, daily assignments, and quizzes**.
3. During each grading period, at least **twelve (12) grades shall be assigned**. Of the grades assigned, at least **three (3) separate grades shall be summative** in nature and at least **nine (9) separate grades shall be formative** in nature.
4. Progress reports shall be printed and delivered weekly to any student who has a recorded grade of 75 or below.

Semester Test Exemptions

High school students may be exempt from semester examinations. The student must also be enrolled in Groveton I.S.D. for the entire semester. Junior High students may also be exempt from semester examinations for up to three classes only. If a student is enrolled in DAEP during a semester he or she will not be eligible to be exempt from semester exams.

Semesters 1&2 - High school students may be exempt from semester exams provided they maintain a semester average of 90 or higher with 3 or less absences, or 80-89 average with 2 or less absences, or 70-79 average with 1 absence. Doctor's notes not presented within the allotted time frame will not be accepted. Refer to page 19 for further details.

If a student accumulates 3 or more office referrals (regardless of severity) or is suspended during a semester, they will not be eligible for exemptions and will be required to take all semester exams.

State law requires a student's score on an end-of-course (EOC) assessment to count as 15 percent of the student's final grade for the course.

Also see **Report Cards/Progress Reports and Conferences** on page 57 for additional information on grading guidelines. See **Graduation** below, **Course Credit** on pages 20-23, and **Standardized Testing** on page 48 for additional information regarding EOC assessments.

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:

- 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;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.

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 United States 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 norm-referenced 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. Students graduating under the Foundation Program must take EOC assessments only for courses in which they are enrolled and for which there is an EOC assessment. Each student will be required to achieve certain scores on the applicable EOC assessments to graduate, depending on the graduation program in which the student is enrolled. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. 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.

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014-15 school year and thereafter 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 43. 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 and 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 submit 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 acknowledgements” that will be acknowledged on a student’s transcript. Performance acknowledgements 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 acknowledgements are prescribed by state rules and the school counselor can provide more information about these acknowledgements.

Credits Required The graduation program requires completion of the following credits:

Groveton High School Graduation Plans					
FOUNDATION PLAN	ENDORSEMENTS (credits are in addition to the Foundation Plan)				
Required Credits 4.0 English/ Language Arts 3.0 Mathematics 3.0 Science 3.0 Social Studies 2.0 Foreign Language 1.0 P.E./Athletics 1.0 Fine Arts 0.5 Health 0.5 Speech 1.0 BIM 3.0 Electives 22.0 Total <i>**This plan requires parental approval Junior or Senior year-otherwise, students will work towards an endorsement.**</i>	Arts & Humanities <u>Social Studies Path</u> 2.0 Social Studies OR <u>Fine Arts Pathway</u> 3.0 Fine Arts Can include: Spanish 3 Band Art Applied Music Theater Floral Design DC Sociology	Business & Industry <u>Agriculture Pathway</u> 4.0 Ag Classes OR <u>Auto Mech Pathway</u> 4.0 Auto Tech OR <u>Building & Trades Path</u> 4.0 B & T Classes OR <u>Cosmetology Path</u> 4.0 Cosmetology OR <u>Business Pathway</u> 4.0 Business OR <u>Misc. Pathway</u> 3.0 B&I classes Can include: BIM 2, Accounting 1, Accounting 2, + courses in a sequence from above pathways as long as at least 3rd level is achieved*	Public Service <u>Human Services Path</u> 4.0 Family & Consumer Sciences OR <u>Health Sciences Path</u> 1.0 Anatomy & Physiology 0.5 Phlebotomy 0.5 C.N.A. <i>Courses for Endorsements must follow a coherent sequence that shows a progression of skills and understanding in</i>	Multidisciplinary <u>Advanced College Prep. Pathway</u> 4.0 Dual Credit Courses OR <u>Advanced Career Prep. Pathway</u> 4.0 Adv. courses from other endorsements OR <u>4x4 Pathway</u> 1.0 Mathematics (*must take Algebra 2) 1.0 Science (*must take Chemistry and/or Physics) 1.0 Social Studies **Completing this pathway also makes students eligible for the Distinguished Achievement Level.	STEM **STEM endorsements all require Algebra 2, Chemistry & Physics** <u>Math Pathway</u> 2.0 Mathematics OR <u>Science Pathway</u> 2.0 Science OR <u>Blended Pathway</u> 3.0 credits from 2 of the following 3 categories: Math, Science, BIM 1 & 2
To earn endorsements, students must meet the Foundation Plan requirements <u>and</u> at least one of the pathways for that particular endorsement. Students can earn multiple endorsements.					
All Endorsements require a MINIMUM total of 26 credits (including 4 Math & 4 Science).					

Groveton High School Course Offerings

Next to the course name is the grade levels typically eligible to take that course. Decisions about exceptions to this are made on an individual basis to determine the best path for each student while also considering the strength of the school as a whole.

CORE SUBJECT AREAS

<u>English/Language Arts</u>		
English I	9	
English II	10	
English III	11	
English IV	12	
*Dual Credit English	12	
<u>Social Studies</u>		
World Geography	9	
World History	10	
U.S. History	11	
*Dual Credit U.S. History	11	
*Dual Credit Sociology	11	
*Dual Credit Psychology	11	
Government (0.5 credit)	12	
Economics (0.5 credit)	12	
*Dual Credit Government	12	
<u>Mathematics</u>		
Algebra I	8-9	
Geometry	9-10	
*Advanced Geometry	9-10	
Math Models	10-11	
Algebra II	10-12	
*Pre-Calculus	11-12	
*Adv. Quantitative Reasoning	12	
Algebraic Reasoning	12	
College Prep. Math	11-12	
*Dual Credit Algebra	12	
*Dual Credit Statistics	12	
<u>Science</u>		
IPC	9-10	
Biology	9-10	
Environmental Systems	10-12	
Chemistry	10-12	
*Physics	11-12	
*Adv. Animal Science (Ag.)	11-12	
Anatomy & Physiology	11-12	
<u>Misc. Required Electives</u>		
Health (0.5 credit)	9-12	
Speech (0.5 credit)	9-12	
*Dual Credit Speech (0.5 credit)	11	
Athletics	9-12	
P.E.	9-12	
Foreign Language	Spanish I	9-11
	*Spanish II	10-12
	*Spanish III (not req.)	11-12

* indicates weighted course

Many courses have prerequisites that must be met before a student may enroll in that course.

ELECTIVES

Fine Arts	Art	9-12
	Floral Design (Ag.)	9-12
	Theater	9-12
	Band	9-12
	Applied Music	9-12
Business, Marketing & Financing	Principles of Business, Marketing & Finance	9-12
	Business Information Mgmt I	9-12
	*Business Information Mgmt II	10-12
	Accounting I	10-12
	*Accounting II	11-12
	Business Management	11-12
	Career Preparation I (2-3 credits)	11-12
Automotive	"Yearbook"	9-12
	Small Engine Technology I	9-12
	Small Engine Technology II (2 credits)	10-12
	Automotive Technology I (2 credits)	9-12
Architecture & Construction	Automotive Technology II (2-3 credits)	11-12
	Principles of Construction	9-12
	Construction Management I (2 credits)	10-12
	Construction Management II (2 credits)	11-12
Hospitality & Tourism	Prac. in Construction Management (2-3 credits)	11-12
	Principles of Hospitality & Tourism	9-12
	Culinary Arts (2 credits/1 period)	10-12
	Advanced Culinary Arts (2 credits)	11-12
Agriculture, Food & Natural Resources	Food Science	12
	Principles of Ag, Food, & Nat. Res.	9-12
	Small Animal Mgmt. (0.5 credit)	10-12
	Equine Science (0.5 credit)	10-12
	Livestock Production	10-12
	Agricultural Mech. & Metal Tech. (1-2 credits)	10-12
	Wildlife, Fisheries, & Ecol. Mgmt.	10-12
	Forestry & Woodland Ecosystems	10-12
	Turf Grass Mgmt. (0.5 credit)	10-12
	Landscape Design & Mgmt. (0.5 credit)	10-12
	Horticultural Science	11-12
	Ag. Structures Design & Fab. (1-2 credits)	11-12
	Ag. Power Systems (2-3 credits)	11-12
	Practicum in Ag, Food, & Nat. Res. (2-3 credits)	11-12
	Energy & Natural Resources Tech.	12
Human Services	Principles of Cosm. Design & Color Theory	9-10
	Intro to Cosmetology	10
	Cosmetology I (2-3 credits)	10-11
	Cosmetology II (2-3 credits)	11-12
	EOC Preparation (Core Subjects)	9-12
	Certified Nurses Assist. (0.5 credit)	11-12
	Phlebotomy & EKG Tech. (0.5 credit)	11-12
	"Work Study" (3 credits)	11-12
	Office Aide (no credit)	12

Groveton High School CTE Courses by Pathway

**Students need at least 3 courses/4 credits with at least 1 being in a level 3 or 4 course to be "Completers" in a given pathway.*

Each pathway provides at least 1 certification opportunity for students related to that program of study.

<u>Agriculture, Food, and Natural Resources- Animal Science</u> Level 1 Principles of Agriculture, Food and Natural Resources Level 2 Small Animal Management (0.5 credit) Level 2 Equine Science (0.5 credit) Level 3 Livestock Production Level 4 Advanced Animal Science Level 4 Practicum in Agriculture, Food, and Natural Resources (2-3 credits)	
<u>Agriculture, Food, and Natural Resources- Applied Agricultural Engineering</u> Level 1 Principles of Agriculture, Food and Natural Resources Level 2 Agricultural Mechanics and Metal Technologies (1-2 credits) Level 3 Agricultural Structures Design and Fabrications (1-2 credits) Level 4 Agricultural Power Systems (2-3 credits) Level 4 Practicum in Agriculture, Food, and Natural Resources (2-3 credits)	
<u>Agriculture, Food, and Natural Resources- Environmental and Natural Resources</u> Level 1 Principles of Agriculture, Food and Natural Resources Level 2 Wildlife, Fisheries, and Ecology Management Level 2 Forestry and Woodland Ecosystems Level 3 Energy and Natural Resources Technology Level 4 Practicum in Agriculture, Food, and Natural Resources (2-3 credits)	
<u>Agriculture, Food, and Natural Resources- Plant Science</u> Level 1 Principles of Agriculture, Food and Natural Resources Level 2 Landscape Design and Management (0.5 credit) Level 2 Turf Grass Management (0.5 credit) Level 3 Floral Design Level 3 Horticultural Science Level 4 Practicum in Agriculture, Food, and Natural Resources (2-3 credits)	
<u>Architecture and Construction- Construction Management and Inspection</u> Level 1 Principles of Construction Level 2 Construction Management I (2 credits) Level 3 Construction Management II (2 credits) Level 4 Practicum in Construction Management (2-3 credits)	
<u>Business, Marketing, and Finance- Accounting and Financial Services</u> Level 1 Principles of Business, Marketing, and Finance Level 1 Business Information Management I Level 2 Accounting I Level 3 Accounting II Level 4 Career Preparation I (2-3 credits)	
<u>Business, Marketing, and Finance- Business Management</u> Level 1 Principles of Business, Marketing, and Finance Level 1 Business Information Management I Level 2 Business Information Management II Level 3 Business Management Level 4 Career Preparation I (2-3 credits)	
<u>Hospitality and Tourism- Culinary Arts</u> Level 1 Principles of Hospitality and Tourism Level 2 Culinary Arts (2 credits) Level 3 Advanced Culinary Arts (2 credits) Level 4 Food Science	
<u>Human Services- Cosmetology & Personal Care Services</u> Level 1 Principles of Cosmetology Design and Color Theory Level 2 Introduction to Cosmetology Level 3 Cosmetology I/Lab (2-3 credits) Level 4 Cosmetology II/Lab (2-3 credits)	
<u>Transportation, Distribution, and Logistics- Automotive</u> Level 1 Small Engine Technology I Level 2 Small Engine Technology II (2 credits) Level 3 Automotive Technology I (2 credits) Level 4 Automotive Technology II (2-3 credits)	

PROGRAMS OF STUDY

Students will also be recognized for successfully completing a program of study in offered CTE fields. The programs of study currently offered at GHS are listed in the previous chart. Industry certifications can be obtained through these programs as well.

PERFORMANCE ACKNOWLEDGMENTS

A student may earn performance acknowledgments on diploma and transcript by:

- **12 hours dual credit with 3.0 or higher OR**
- **Bilingual/Biliteracy**
 - Maintaining 80 average in all 4 ELA classes AND
 - 3 years Spanish with 80 average
 - exited ESL program or scored Advanced High on TELPAS OR
- **SAT Critical Reading/Math combined score of 1310 or ACT 28 composite or commended on PSAT OR**
- **Earning certifications or licensures OR**
- **Earning an Associate's Degree while in high school**

Additional considerations apply in some course areas, including:

- **Mathematics.** In order 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 purposes 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.
- **Language other than English.** Students are required to earn two 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 a dual language immersion program in elementary school. 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

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 a 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 option 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 also review [TEA's Graduation Toolkit](#)

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area, along with a description of advanced measures available to students in the Advanced/Distinguished Achievement Program from the options listed above, will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note that the district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that 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 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

Upon the recommendation of the admission, review, and dismissal (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 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.

[See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the end of course (EOC) assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

Graduation activities will include:

- Keynote speaker(s)
- Scholarship presentations
- Graduation ceremony

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.

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.]

Graduation Expenses

Because students and parents will incur expenses in order 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.

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 scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.
- Contact the counselor (Krystle Page) for information about other scholarships and grants available to students.

HARASSMENT (All Grade Levels)

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on pages 29-31].

HAZING

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. Examples include:

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

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 or superintendent.

[Also see **Bullying** on pages 23-24 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student 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 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.

Bacterial Meningitis (All Grade Levels)

State law specifically requires the district to provide the following information:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most generic form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- What are the symptoms?

Someone with meningitis will become extremely ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 1 year old) and adults with meningitis may have a severe headache, elevated temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal or a person may be left with a permanent disability.

- How does bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

- How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of people you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in exceptional circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a substantial risk of getting the disease.

Also, a vaccine is recommended by some groups for college students, particularly first-year students living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.*

- What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask

about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, [Centers for Disease Control and Prevention](#), particularly the CDC's information on [bacterial meningitis](#), and the [Texas Department of State Health Services](#).

- * NOTE: TDSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that 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. Also refer to **Immunizations**, below, for more information.

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 Groveton Independent School District Food Allergy Plan will have a collaborative partnership with students, parents, healthcare providers and school staff. The GISD school nurse will oversee the development, implementation, and monitoring of the school districts *food allergy management plan*. The nurse along with campus principals will coordinate the activities and staff development for each campus.

Each campus plan will contain information to identify students with *food allergies at risk for anaphylaxis*. Parents and staff who identify students with *food allergies* will notify the nurse in writing the name of the student, age, grade and identify the *food allergy*. The nurse, food nutrition director, principal and teacher will develop and communicate the Action and Emergency plan for each individual.

To reduce the risk of exposure within the school setting, staff development and training will be presented yearly or as needed with personnel on the recognition of *anaphylaxis and appropriate emergency response*.

The Groveton ISD will review the *Anaphylaxis Reaction Policy and Procedures* each year.

Head Lice (All Grade Levels)

Head Lice, although not an illness or a disease, is quite common among children and is spread through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and 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. More information on head lice can be obtained from the TDSHS website [Managing Head Lice](#).

Physical Activity Requirements

Elementary School

In accordance with policies at EHAB, EHAC, EHBG, the district will ensure that students in full-day prekindergarten through 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.

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.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 6 meetings. Additional information regarding the district's SHAC is available from the superintendent's office. [See also policies at BDF and EHAA.]

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, and employee wellness.

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 5 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Groveton 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. You are encouraged to contact your campus principal with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

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 Jim Dillard to

obtain the results of his or her child's physical fitness assessment conducted during the school year.

Vending Machines (All Grade Levels)

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the Superintendent/Campus Principal. [See policies at CO and FFA.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

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.

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.]

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 **Jim Dillard**, the district's designated asbestos coordinator, at 936-642-1473.

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 United States 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 further 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 **Jim Dillard**, the district's IPM coordinator, at **936-642-1473**.

HOMELESS STUDENTS (All Grade Levels)

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's homeless education liaison, **Krystle Page** at **936 642-1473**.

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 (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS 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, rubeola (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the 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 life-long condition.

As noted above at **Bacterial Meningitis**, entering college students must now, with limited exception, furnish evidence of having received a bacterial meningitis vaccination prior to attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

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

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, 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 a 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 is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regard to a student who is required to register as a sex offender.

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

LEARNERS (All Grade Levels)

Emergent Bilingual Students

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 parents must consent to any services recommended by the LPAC for an emergent bilingual student. 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.

In order 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 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**, below,

may be administered to an emergent bilingual student for a 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 English learners 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 these decisions in conjunction with the LPAC.

Makeup Work Because of Absence (All Grade Levels)

For any class missed, 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.

A 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 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. With limited exceptions, all absences count for the 90% threshold set in state law regarding attendance for credit or final grade.

DAEP Makeup Work

A 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) Makeup Work (All Grade Levels)

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).]

MEDICINE AT SCHOOL (All Grade Levels)

Medication that must be administered to a student during school hours must be provided by the student's parents. All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized and trained 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.

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

- Only authorized employees, in accordance with policies at 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.
- 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.
- In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:
- In accordance with the guidelines developed with the district's medical advisor; and
- When the parent has previously provided written consent to emergency treatment on the district's form.

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.

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).]

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

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 policies at FFAC.]

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, Groveton I.S.D. does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, and provides equal access to Boy Scouts and other designated youth groups. In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement

not to discriminate extends to employment. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Rebecca Huff, Assistant Superintendent, 936-642-1473.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability Rebecca Huff, Assistant Superintendent, 936-642-1473.
- All other concerns regarding discrimination: See the superintendent, Jim Dillard. [See policies FB, FFH, and GKD.]

NONTRADITIONAL ACADEMIC PROGRAMS (All Grade Levels)

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletics' Participation (Secondary Grade Levels Only)

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

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.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the United States 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.

One minute of silence will 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. [See policy EC(LEGAL) for more information.]

PRAYER (All Grade Levels)

Each student has a right to individually, voluntarily, and silently pray or 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 demonstrated proficiency in 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.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Elementary and Middle/Junior High Grade Levels

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English/Spanish, or have a final yearly grade point average of 70 or higher in the 4 core areas: Reading, Math, Science and Social Studies.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student's current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

If a student at any grade level 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 only be required to take an applicable state mandated assessment for the course in which he or she is enrolled.

Parents of a student in grades 3–8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A student in grades 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be

unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

Certain students—some with disabilities and some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. 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. [For additional information, see the counselor and policy EIF(LEGAL).] 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.

8th grade Algebra I for H.S. credit

Students in 8th grade who take Algebra 1 will receive H.S. credit if they pass the Algebra I EOC and have a 70 or higher. Those students with an average of 70-87 will be placed in Geometry and those with an 88 or higher will be placed in Advanced Geometry in the 9th grade.

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. [Also see Grade Level Classification on page]

Students will also have multiple opportunities to retake EOC assessments. [See Graduation on page _ and Standardized Testing on page _ for more information about EOC assessments.]

RELEASE OF STUDENTS FROM SCHOOL

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day.

Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

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 6 weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report of their child's performance in all courses. 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** on page 2 for how to schedule a conference].

Teachers follow grading guidelines that have been approved by the principal or superintendent 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. 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 2 days.

SECONDARY GRADING SYSTEM

Report cards will be issued at the end of every six weeks to be presented to parents for their signature. Progress reports will be sent to parents at the end of each week if the student has a grade below 75.

Semester grades will be determined by computing the three six-weeks averages as three-fourths and the semester test as one-fourth. (Add the three six weeks averages three times, then add the semester grade to the total and divide by four.)

GRADING POLICY REQUIREMENTS (Jr High, High School)

1. **Forty Percent (40%)** of a grade in each grading period shall be based on summative activities such as **major projects and tests**.
2. **Sixty percent (60%)** of a grade in each grading period shall be based on formative activities such as **class work, daily assignments, and quizzes**.
3. During each grading period, at least **twelve (12) grades shall be assigned**. Of the grades assigned, at least **three (3) separate grades shall be summative** in nature and at least **nine (9) separate grades shall be formative** in nature.
4. Progress reports shall be printed and delivered weekly to any student who has a recorded grade of 75 or below.

Semester Test Exemptions

High school students may be exempt from semester examinations. The student must also be enrolled in Groveton I.S.D. for the entire semester. Junior High students may also be exempt from semester examinations for up to three classes only. If a student is enrolled in DAEP during a semester he or she will not be eligible to be exempt from semester exams.

Semester 1 - High school students may be exempt from 1st semester exams provided they maintain a semester average of 90 or higher with 3 or less absences or 80-89 average with 2 or less absences, or 70-79 average with 1 absence.

Semester 2 - High school students may be exempt from 2nd semester exams provided they maintain a semester average of 90 or higher with 3 or less absences or 80-89 average with 2 or less absences, or 70-79 average with 1 absence.

Bullying

(All Grade Levels)

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:

1. 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; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of 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.

The district is required to adopt policies and procedures regarding:

Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property.

Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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.

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. The administration will investigate any allegations of bullying or other related misconduct. The

district will also provide notice to the parents of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying to “SPEAK UP!” by calling or texting (936)-417-6434.

If the results of an investigation indicate that bullying 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 rise to the level of bullying. Available counseling options will be provided to these individuals, as well as too many students who have been identified as witnesses to bullying. 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 on the campus. In consultation with the student’s parents, the student may also be transferred 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. 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).

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on pages 29-31.]

SAFETY (All Grade Levels)

Student safety on campus and at school-related events 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 should:

- 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, 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.
- Know emergency evacuation routes and signals.
- Immediately follow the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Drills: Fire, Tornado, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency Safety Terms and Meaning

“Lockdown”	Threat inside the building
“Lockout”	Threat outside the building
“Evacuate”	Fire, bomb threat, evacuate to designated location
“Shelter”	Earthquake, hazmat, shelter in place

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an external automated defibrillator (AED) at least once to students enrolled in grades 7-12. The district will offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that 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. 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.

SAT, ACT, AND OTHER STANDARDIZED TESTS

See **Standardized Testing** on page 64.

SCHOOL FACILITIES

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.

Unless the teacher or sponsor overseeing the 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, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

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 must follow 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.

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.

Cafeteria 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. See **Debbie Wilson** to apply for free or reduced-price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student. [See page 71 for National School Lunch Program Nondiscrimination Statement]

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 entire instructional day with a teacher permit.

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 to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

SEARCHES

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and related 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.

Searches in General (All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches. District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination and may include the use of a metal detecting wand while being witnessed by a district employee.

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.

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 in order 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) for more information.]

TELEPHONE USE

Students are not to use the school telephone except in case of a real emergency; and then, only after obtaining permission from a school official, the secretary, or teacher present.

Students are not called to the telephone during class periods except in the case of **EXTREME EMERGENCIES**. Other emergency messages received during class will be given to the students at the end of the class period.

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)

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 65.]

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on pages 30-32.]

SPECIAL PROGRAMS (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English learners, 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 campus Principal.

STANDARDIZED TESTING

Secondary Grade Levels

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 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.

Note that participation in these assessments may qualify a student to receive a performance acknowledgement 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 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.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade 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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level.

STAAR Alternate 2, is available for eligible students receiving special education services who meet certain state-established criteria, will be available for eligible students, as determined by the student's admission, review, and dismissal (ARD) committee.

High School Courses-End-of-Course (EOC) Assessments

Beginning with ninth graders in the 2011–2012 school year, end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States 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. A student's ARD committee for students 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.

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. Requests will be granted in the order in which they are received. Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year. Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

STERIODS

State law prohibits students from possessing, dispensing, delivering, or administering anabolic steroids. 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.

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

The district strives to assist any student who has been placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Krystle Page, who has been designated as the district's liaison for children in the conservatorship of the state, at 936-642-1128 with any questions.

SUICIDE AWARENESS (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access [Texas Suicide Prevention](#), or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area. You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

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:

Krystle Page, School Counselor 936.642.1473 or kpage@grovetonisd.net.

TARDIES (Jr. High, High School)

No student will be admitted to first period class late without a tardy slip from the office. The tardy slip will have the date/time leaving the office and office signature.

Teacher discipline should be used for student tardiness during second through eighth periods in the following manner:

First offense –Warning

Second offense – Lunch detention

An additional tardy will add 1 day of detention to each offense. Failure to attend lunch detention or excessive tardies may result in other appropriate consequences. Tardy detention assignments will come from the office. Turn in your detention slips to Mr. Williams or Mr. Moore and they will assign detention.

Tardies (Elementary)

Getting to school by 7:20 a.m. ensures your child the opportunity to prepare for the day: eat breakfast, sharpen pencils, get books/materials ready, turn in notes, get out homework, etc. Students arriving late to class miss breakfast and teacher's directions and instruction. It is very important that students be in their classrooms no later than 7:40 a.m. to begin the school day. It is equally important that students be at school for the entire day so they will not miss instruction.

Consequences for tardies:

First three tardies are verbal warnings

4th tardy: A phone call will be made to the parent

For all tardies after the 4th tardy the student will have lunch detention

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

The district provides approved instructional material to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. 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. **All textbooks and instructional materials must be paid for before any new textbooks or instructional materials will be issued.** If an 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.

[See **Safety Transfers**, on page 8, **Bullying**, on page 23, and **Options and Requirements for Students Who Have Learning Difficulties or Who Need or May Need Special Education or Section 504 Services**, on page 8, 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. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school and on the district's Web site.

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 at 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 John Abshire at 936-642-1124. See the Student Code of Conduct for provisions regarding transportation to the DAEP.

Students are expected to assist district staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding in district vehicles, 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 bus or van in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the bus, van, 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 bus or van.
- 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.
- Wait for the driver's signal upon leaving the bus or van and before crossing in front of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.

UNASSIGNED EPINEPHRINE AUTO-INJECTORS

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized [school personnel and/or school volunteers] who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis). An “unassigned epinephrine auto-injector” is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector. Epinephrine auto-injectors include brand-name devices such as EpiPens®. Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus. The district will ensure that at each campus a sufficient number of [school personnel and/or school volunteers] are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school sponsored activities.

UNASSIGNED MEDICATION FOR RESPIRATORY DISTRESS

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress. The district will provide, at each campus, school personnel who are trained to administer prescription medication for respiratory distress during regular school hours. Unassigned medication for respiratory distress means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for distress, and issued by health care provider.

UNASSIGNED OPIOID ANTAGONISTS

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 subject to this policy during regular school hours.

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

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 student who receives special education services, a staff member (as 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 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 campus principal. [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 first report to the main office (unless directed by a district employee) and comply with all applicable district policies and procedures. Be prepared to show identification and exit back through the primary entrance (front office) unless escorted off campus by district personnel.

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/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.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Visitors Participating in Special Programs for Students

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

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact Rebecca Huff at 936.642.1473 ext. 8002. The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district. Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

WITHDRAWING FROM SCHOOL

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 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.

National School Lunch Program Nondiscrimination Statement:

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 made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, 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, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.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

This institution is an equal opportunity provider.

GROVETON ISD STUDENT CODE OF CONDUCT AND DISCIPLINE MANAGEMENT PLAN

The Student Code of Conduct and Handbook has been adopted by the Groveton board of trustees and developed by administrators, teachers, parents, and community members of the district. It is based on the premise that one's education begins with discipline and ends in self-discipline. Basic to this premise is the belief that effective learning situations can best be provided and positive behavioral patterns enforced when unacceptable behavioral patterns and their consequences are outlined. When discord does arise, adherence to this code will assure that all parties are treated with courtesy, respect, and fairness, yet with a firmness that will direct students to conduct themselves in an acceptable manner. If you have difficulty accessing the information in the document because of disability, please contact Superintendent Jim Dillard at (936)642-1472 or via email at jdillard@grovetonisd.net.

I. GENERAL GUIDELINES FOR ASSESSING DISCIPLINE

A. Definitions

The following words and terms, when used in this code, shall have the stated meaning unless the context clearly indicates otherwise

Class Disruption: Any behavior which violates the rules of a particular classroom and interferes with a teacher's opportunity to present or other students' opportunity to concentrate on the presentation or assignment.

Discipline Management: Any action which is intended to promote proper behavior and/or discourage misconduct.

On-Campus Support: An on-campus setting, apart from the regular classroom, where the student continues to receive instruction in each course to the extent possible.

Suspension: Removal of a student from school and school activities for a period not to exceed three days at a time, for disciplinary infractions.

Adaptive Behavior Center (ABU): An instructional setting other than the regular classroom, located on or off the regular campus, with instruction that focuses on English, Language Arts, Mathematics, Science, Social Studies, and Self-discipline. The ABU provides behavioral needs through supervision and counseling. Length of stay in the ABU will be determined by the ARD Committee.

Disciplinary Alternative Education Program (DAEP): An instructional setting other than the regular classroom, completely apart from students who are not assigned to the program, located on or off the regular campus, with instruction that focuses on English language arts, mathematics, science, history, and self-discipline. The DAEP provides behavioral needs through supervision and counseling. The DAEP may be operated by the district in cooperation with other school districts, juvenile agencies, or other entities. The length of student placement in a DAEP will be determined by the building principal.

Expulsion: Suspension of a student from school for more than three consecutive days.
Expulsion from periods up to one year is required by law for certain student offenses and may contain a provision that prohibits attendance at school activities.

Parents: Includes single parent, legal guardian, or person in lawful control.

School Premises: Any property owned by the school district or over which the school district or its personnel exert lawful control, including property visited by students in connection with a school-operated activity, such as a field trip or an extracurricular activity.

Reassignment of Classes: A student may be removed from the assigned classroom and placed in another class on the same campus. To the extent possible the student should continue to receive instruction in the course from which removed. The purpose of this type of removal is to remove the student from a potentially dangerous or explosive situation. Length of removal or stay shall be determined by the administrator.

B. Listing of Offenses and Consequences by Level

Level I Offenses

Level I acts of misconduct include repeated infractions of classroom management procedures or rules, or other misconduct that disrupts the educational process to the extent that the classroom teacher needs administrative support to correct the problem. The following is a non-inclusive list of behavior infractions:

1. Leaving the classroom without permission.
2. Cheating and/or copying work from another source.
3. Violation of the dress and grooming code.
4. Public displays of emotion and affection.
5. Being tardy to class.
6. Disruption of the orderly classroom process.
7. Refusing to participate in classroom activities or fulfill assignments.
8. Failure to bring appropriate materials to class.
9. Chewing gum, eating, and or drinking in undesignated areas.
10. Horseplay or scuffling.
11. Running, making excessive noise, or other disruptions in halls, buildings, classrooms, or other supervised settings.
12. Sleeping in class—including On-Campus Support Class.
13. Refusing to follow classroom rules.
14. Being in the halls without permission.
15. Minor defacing of school property (writing on desks, walls, books, etc.)
16. Throwing objects (pencils, erasers, paper balls, etc.)
17. Possessing or using nuisance items (radios, headphones, etc.)

Level I Disciplinary Options

Any one or any combination of consequences may be used. The options are not listed in any sequential order.

1. Teacher/student conference.
2. Teacher/parent conference.
3. In-class disciplinary action, including verbal correction.
4. Administrator/teacher/parent conference.
5. Parent contact.
6. Academic penalties (for cheating only).
7. Exclusion from extracurricular and/or co-curricular activities.
8. Corporal punishment.
9. Removal to an On-Campus Support Class.
10. Detention hall.
11. Withdrawal of various student privileges.
12. Confiscation of nuisance items.

Level II Offenses

Level II acts of misconduct include those student infractions which are more serious than Level I offenses in their effect on the orderly process of the school program. Examples of misconduct include but are not limited to:

1. Any repeated offense or a new violation while being disciplined.
2. Being disrespectful to and/or failing to comply with lawful directives issued by school personnel.
3. Leaving school or school activity without permission.
4. Using profane, obscene, indecent, or racially or ethnically offensive language and/or physical gestures.
5. Fighting, which is defined as conflict between two or more individuals. A fight has occurred if a student who is attacked strikes back. To avoid penalty, a student under attack should seek to detach himself/herself from the situation and get school personnel or adult help.
6. Failing to abide by rules and regulations at extracurricular and/or co-curricular activities.
7. Cutting class or other scheduled activity.
8. Truancy or excessive absences.
9. Stealing, robbery, extortion, gambling, or arson.
10. Vandalism to or defacing school property.
11. Inappropriately engaging in acts of familiarity with other students.
12. Altering school documents or records, or forgery of a name on school documents.
13. Violations of motor vehicle code, including speeding, reckless driving, and violations of parking regulations.
14. Possessing a device, object, or substance that could cause bodily harm to individuals in any school setting.
15. Possession of electronic paging devices or cellular telephones.
16. Throwing or irresponsibly using objects that can cause bodily injury or damage to property.

17. Possession or use of tobacco products, electronic cigarettes/vape pens.
18. Displaying inappropriate behavior on a school bus.
19. Exhibiting any unacceptable or unwanted physical contact.
20. Selling or soliciting for sale any merchandise on the school campus without the authorization of the building principal.
21. Loitering in unauthorized areas of the school building/grounds.
22. Threats, oral or written, to do bodily harm to another, or to the property of another.
23. Acts of disobedience or disorderly behavior which may prove to be detrimental to the school, harmful to health and safety, or inhibiting to the rights of others.
24. Interfering with school authorities or school programs through boycotts, sit-ins, or trespassing.
25. Failure to comply with disciplinary consequences.
26. Failure to report to school personnel the knowledge of an event, device, object, or substance that could cause bodily harm to individuals in any school setting.
27. Possession, use, or distribution of any substance represented to be a drug or alcohol.
28. Indecent exposure, sexual misconduct, and/or sexual harassment.
29. Hazing.
30. Gang-related behavior or activity, or gang memberships.
31. Possession of drug paraphernalia.
32. Burglary of a school facility or major vandalism to District property.
33. Posting or distributing unauthorized communicative materials on school premises.
34. Assault.
35. Possessing or discharging firearms.
36. Pledges to join, solicit membership in a public school fraternity, sorority, secret society, or gang as defined in TEC 37.121.
37. Violations of the District Internet Policy.
38. Any other conduct that disrupts the school environment or educational process.

Level II Disciplinary Options

Any one or any combination may be applied. The options are not listed in any sequential order.

1. Any combination of teacher, principal or appropriate administrator, parent, and student conference.
2. Parent contact.
3. Removal to on campus support.
4. Corporal punishment.
5. Confiscation of prohibited items.
6. Restitution or restoration, as applicable.
7. Loss of driving privileges on school grounds.
8. Loss of Internet use privileges.
9. Referral to law enforcement officers.
10. Removal of school transportation privileges.
11. Suspension.
12. Exclusion from extracurricular activities.
13. Detention Hall.
14. Disciplinary Alternative Education Program.
15. Expulsion.

Level III Mandatory Removal or Expulsion Offenses

Mandatory Removal

If a student commits any of the following acts while on school property, or within 300 feet of school property, or while attending a school sponsored activity on or off the property, he or she **shall** be removed to an alternative education program.

1. Commits assault as defined by Penal Code 22.01 (a) (1).
2. Makes a terroristic threat as defined by Penal Code 22.07.
3. Commits a serious offense under the influence of alcohol.
4. Engages in public lewdness under Penal Code 21.07.
5. Engages in indecent exposure under Penal Code 21.08.
6. Engages in any conduct punishable as a felony.

In addition to the above six acts, the following acts shall require DAEP placement even if the student's conduct occurs off campus and away from school sponsored events:

1. Engages in conduct containing the elements of the offense of retaliation under Penal Code 36.06 against any school employee unless the act of retaliation is itself an expellable offense.
2. Receives deferred prosecution under Family Code 35.03 for conduct defined as a felony in Title 5 of the Penal Code.
3. A court or jury finding of delinquent conduct under Family Code 54.03 for conduct defined as a felony in Title 5 of the Penal Code.
4. A finding by the superintendent or designee that he or she has a reasonable belief that the student has engaged in conduct away from school which is defined as a felony other than those set out in Title 5 of the Penal Code, and the superintendent determines that the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.
5. Becomes a member or pledges, joins, or solicits others to join a public school fraternity, sorority, secret society, or gang.

Factors to consider when Suspension, DAEP, or Expulsion is mandated or allowed:

1. Self –Defense
2. Intent or lack of intent at the time the student engaged in the conduct;
3. A student's discipline history; or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

All appeals shall begin at Level 1 (Principal). If not satisfied with results from the principal, then proceed to the Level 2 (Superintendent). If no satisfactory outcome is met, Level 3 (School Board) is the last resort.

C. Disciplinary Alternative Education Program

1. The District does not permit a student who is placed in a Disciplinary Alternative Education Program for any reason, determined by the district, to participate in any school-sponsored or school-related extracurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.
2. A student assigned to a DAEP placement in another district or open enrollment charter school at the time he or she enrolls in the district will be placed directly into the District's DAEP.
3. For seniors assigned to a DAEP who are eligible to graduate, the placement in the program will continue through graduation, and the student will not be allowed to participate in the graduation ceremony and related graduation activities.

ADDENDUM TO DAEP RULES AND DRESS CODE

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM RULES AND REGULATIONS

(REVISED 6/1/2023)

1. The number of days assigned to a student who is placed in DAEP will be determined by the high school principal/designee or ARD committee if applicable.
2. Students must be dropped off and picked up at DAEP by either a parent or guardian. Students may not drive an automobile to school.
3. Parents must sign students out in the high school office before picking up a student from the DAEP classroom.
4. Each day assigned to a student in DAEP must be served. If a student in DAEP is absent or tardy, the following guide will determine the outcome of the absence or tardy:

Excused absence/tardy - if ANY part of the day is missed and the absence/tardy is excused, one additional day will be made up at the end of the scheduled placement.

Unexcused absence – for each unexcused absence, three days will be added to the scheduled placement.

Unexcused tardy – for each unexcused tardy, two days will be added to the scheduled placement.

5. Any discipline referral received during the DAEP placement may result in additional days being added to the placement. Number of days is determined by the high school principal or designee.
6. Students in DAEP must follow the DAEP dress code each day. If a student is not in compliance with the DAEP dress code, the student's parent or guardian will be called to pick them up. This will be considered an unexcused absence, and three days will be added to the student's scheduled placement.
7. Students will not be allowed to talk at any time unless given permission by the teacher.
8. Students will show respect at all times. Lack of respect may result in discipline referral and additional days added to placement.
9. Students will stay in their assigned seat at all times unless given permission by the teacher to move.
10. Students will obey all rules outlined in the Groveton Jr-Sr High School Student Code of Conduct. Failure to abide by rules may result in additional days added to placement.
11. Students will not be allowed to bring any items to school except a house key, which will be turned in to the teacher upon arrival each morning.
12. Students will be allowed to eat breakfast and lunch only from the cafeteria at the rate charged by the school for student meals. No food items may be brought to DAEP by a student or for a student.
13. Students will be searched every morning upon entering the classroom, or at any other time deemed necessary by the teachers or administrative staff.
14. Students are not allowed on the regular campus for any reason during the scheduled placement unless pre-arranged by school administration.
15. Students are not allowed at any school related activities, whether on campus or off, during scheduled placement.
16. Students will be given two DAEP t-shirts and two warm up pants upon their placement into DAEP. Additional uniforms may be obtained for a fee. These should be kept clean by the students at all times.
17. Students that are placed in DAEP in a given semester will be REQUIRED to take ALL semester tests. (NO EXEMPTIONS)
18. Upon a student's last day in DAEP, they must return or pay for all DAEP uniforms. If a student does not comply, they will remain in DAEP until the uniform is accounted for.

DAEP DRESS CODE

1. DAEP T-shirts and black warm-up pants will be issued to each student and must be worn each day. T-shirts must be tucked in at all times.
2. Hair must be neat, clean, and it must be cut out the eyes, off the ears, and off the collar. Sideburns must be level with the top of the ear. No buns, combs, wigs, straps, beads, cornrows, twists, mohawks, spikes, afros, shaved designs, rat tails, or colored hair. No ponytails on males.
3. Tennis shoes must be worn each day.
4. Socks must be worn each day.
5. No jewelry (necklace, earrings, rings, bracelets, etc.) will be permitted on males or females.
6. No facial hair will be permitted.
7. No long fingernails will be permitted.
8. No caps, bandanas, or any other headgear will be worn or brought to DAEP.
9. No makeup will be worn or brought to DAEP.
10. All visual tattoos must be covered.

DAEP PUNISHMENT FOR INCOMPLETE ASSIGNMENTS

- 1st Incomplete: 1 day will be added to placement
 - 2nd Incomplete: 2 days will be added to placement
 - 3rd Incomplete: 3 days will be added to placement
 - 4th Incomplete: Subject to other disciplinary actions imposed by either principal or designee
 - 5th Incomplete: Student is subject to suspension or possibly expulsion
- *High school principal or designee assigns additional days to students placed in DAEP.
- **Discipline referral notices are required on each offense and should be signed by parent/guardian and returned with the student.

Mandatory Expulsion

A student shall be expelled from school for a period of time determined by the Board or its designee if the student, on school property or while attending a school-related activity, uses, exhibits, or possesses:

1. A firearm as defined in Penal Code 46.01 (3).
2. An illegal knife, as defined in Penal Code 46.01 (6). A pocket knife shall not be considered a bladed instrument if not opened or exhibited in a threatening manner, and not otherwise illegal under the penal code.
3. A club as defined by Penal Code 46.01 (1).
4. A weapon listed as prohibited under Penal Code 46.05.

A student **shall** be expelled from school for a period of time determined by the Board or its designee, if the student, on school property or while attending a school-related activity on or off school property, commits:

1. Aggravated assault under Penal Code 22.02.
2. Sexual assault under Penal Code 22.011.
3. Aggravated sexual assault under Penal Code 22.021.
4. Arson under Penal Code 28.02
5. Murder under Penal code 19.02.
6. Capital murder under Penal code 19.03.
7. Criminal attempt to commit murder or capital murder under Penal Code 15.01.
8. Indecency with a child under Penal Code 21.11.
9. Aggravated kidnapping under Penal Code 20.04.
10. The offense of selling, giving, delivering, using, or possessing marijuana, and/or a controlled substance as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C., 801 et seq., a dangerous drug as defined by Chapter 483, Health and Safety

Code, or an alcoholic beverage as defined by 1.04 of the Alcoholic Beverage Code, if the conduct is punishable as a felony.

11. Any offense relating to abusable glue or aerosol paint under 485.031 through 485.035, Health and Safety Code, if the conduct is punishable as a felony.
12. Conduct containing the elements of the offense of criminal mischief under Penal Code Section 28.03, if the conduct is punishable as a felony.
13. Serious or persistent misbehavior that violates the code of conduct.
14. Any of the above offenses against any school employee in retaliation for or as a result of the employee's employment with a school district

Terms of expulsion shall deny the student access to all District activities and school property.

Federal law requires that a student expelled for a firearms violation must be expelled from the student's regular campus for a period of at least one year, subject to individual modifications made by the Superintendent.

D. Procedural Due Process

Disciplinary Alternative Education Program

Before placing a student in a disciplinary alternative education program, the principal or appropriate school administrator shall conduct an informal hearing at which the student shall be advised of the conduct with which he or she is charged and shall be given the opportunity to explain his/her version of the incident. The district shall make reasonable efforts to notify the parent prior to placing a student in a disciplinary alternative education program. If the parent cannot be notified prior to placement, the parent shall be notified as soon as possible of the placement and the reason for the placement.

If the placement extends beyond the end of the next grading period, the student or student's parents have a right to notification and participation in a hearing before the Board or its designee. A decision to place a student in a DAEP beyond the end of a grading period may not be appealed beyond the Board. After hearing the appeal, the Board or its designee shall set the terms for the student's placement in a DAEP and deliver a copy of the order placing the student in the DAEP to the student and the student's parents. The student's status must be reviewed by the Superintendent or designee at intervals of not more than 120 days.

For placement in a DAEP to extend beyond the end of the school year, the Board or its designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to students or others; or
2. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct; or
3. School action of the offense for which the student is placed in a DAEP takes place during the final grading period of the year.

Expulsion

Before a student is expelled, he or she shall have the right to a hearing before the Board or its designee, which meets the standards for due process under the federal constitution which includes the following:

1. Prior written notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation.
2. Right to a full and fair hearing before the Board or its designee.
3. Right to representation by legal counsel, by a parent or guardian, or by any other adult who is not an employee of the school district.
4. Opportunity to testify and present evidence and witness in one's defense.
5. Opportunity to examine the evidence presented by school administrators and the right to question school administration witnesses. Special consideration may be given to the victim or witnesses depending on the age, health, sensitivity, and well-being of the witness or victim.

A notice of the hearing and an invitation to attend shall be sent to the student's parent or guardian. The written notice shall advise of the nature of evidence and the names of any witnesses whose testimony may be used against the student. The Board or its designee's decision shall be based exclusively on evidence presented at the hearing.

The final decision of the Board or its designee shall be communicated promptly to the student and parents. If the decision to expel is made, the superintendent or his/her designee shall provide a written order outlining terms of and length of the expulsion. The expulsion may not extend beyond the end of the school year unless the conduct leading to the expulsion occurred during the final grading period. If unacceptable conduct occurs during the final grading period of the year, the expulsion may extend into the next school year but not beyond the end of the first semester.

No later than the second business day after the date of the hearing, a copy of the expulsion order will be delivered to the authorized officer of the juvenile court of the county in which the student resides. Parents are responsible for supervision of the student during the expulsion term.

Students who are expelled may not be on school property or attend school functions.

The district will continue the expulsion of any student expelled from another district or open enrollment charter school during the period of the expulsion order.

E. Appeal of Decision to Expel

If a student appeals a decision to expel, the student shall remain expelled pending further appeal. No educational service will be provided, except as determined by the ARD or 504 Committee for disabled students. The Board's decision may be appealed to the district court of the county in which school administration office is located.

F. Emergency Placement or Expulsion

Emergency Placement

The principal or appropriate administrator may order a student to be immediately placed in an alternative education program if it is reasonably believed that the student's behavior is so unruly, disruptive, or abusive that it interferes with:

1. A teacher's ability to communicate effectively with students in a class;
2. The ability of the student's classmates to learn;
3. The operation of the school or school sponsored activity; or
4. If the appropriate administrator reasonably believes that eminent harm is likely.

At the time of the emergency placement the student shall be given oral notice of the reasons for emergency placement in an AEP. Within a reasonable time, the student will be afforded Procedural Due Process as outlined in this code. The principal or appropriate administrator shall not be liable for civil damages for an emergency placement.

Emergency Expulsion

The principal or appropriate administrator has the right to order the immediate expulsion of a student if the administrator reasonably believes that the action is necessary to protect persons or property from imminent harm.

At the time of the emergency expulsion, the student shall be given a notice of the reason for the emergency expulsion. A due process hearing for expulsion will be provided within 10 days, unless the parent or guardian agrees in writing to an extension of time. The principal or appropriate administrator is not liable for civil damages for an emergency expulsion.

The conditions of an emergency placement or emergency expulsion may restrict the student's extracurricular activities according to the Student Code of Conduct.

G. Teacher Removal of a Student

Informal Discretionary Removal

A teacher may seek the help of the principal in an effort to maintain effective discipline. When a student is sent to the principal's office under the provision, the principal shall employ appropriate discipline management techniques consistent with Levels I, II, or III of this Student Code of Conduct.

If the behavior is a violation of the Student Code of Conduct, the teacher, before leaving school that day, must file a written report, not to exceed one page in length, with the principal or appropriate administrator, and a copy will be sent to the parent or guardian within 24 hours.

Formal Discretionary Removal

A teacher may remove a student from class:

1. If a student behaves in a way that is documented by the teacher to repeatedly interfere with classroom learning; or
2. If the teacher determines the student to be so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

If the behavior is a violation of the Student Code of Conduct, the teacher must file a written report that day, not to exceed one page in length, with the principal, and a copy will be sent to the parent or guardian within 24 hours.

When a student is removed from class by a teacher under this provision, the principal shall schedule a hearing within three class days. The hearing shall include the principal, parent/guardian, student, and the teacher who removed the student, when appropriate. Even if all persons are not present, the principal may still order the appropriate placement and the duration of that placement. At the hearing, the student shall be advised of the conduct with which he or she is charged and given an opportunity to explain his or her version of the incident.

When a teacher removes a student from class under this provision, the principal may:

1. Place the student into another appropriate classroom, or
2. Place the student into On-Campus Support, or
3. Place the student into an alternate education program (AEP).

If the principal's decision is that the student should be returned to that teacher's classroom and the teacher withholds his or her consent for that return, the placement review committee shall determine the student's placement. The committee shall not return the student to that teacher's classroom unless it determines that placement is the best or only alternative available.

Terms of removal may prohibit the student from attending or participating in school sponsored or school related activities.

Mandatory Removal by a Teacher

A teacher **shall** remove, from the classroom, a student who engages in conduct described under Level III of the Student Code of Conduct. The principal shall either place a student removed under this provision into an alternative education program, or expel the student, as appropriate. When a student is removed from class by a teacher under this provision, the principal shall schedule a hearing within three days. The hearing shall include the principal, parent/guardian, student, and the teacher who removed the student, when appropriate. Even if all persons are not present, the principal may still order the appropriate placement and the duration of the placement. If the principal's decision is that the student should be expelled, the student shall be provided a due process hearing for expulsion consistent with this Student Code of Conduct.

If the principal's decision is that the student should be returned to that teacher's classroom following completion of the assignment to an alternative education program and the teacher

withholds his or her consent for that return, the placement review committee shall determine the student's placement. The committee shall not return the student to that teacher's classroom unless it determines that placement is the best or only alternative available.

Terms of removal **shall** prohibit the student from attending or participating in school-sponsored or school-related activities.

Suspension

The principal or other appropriate administrator may suspend a student who violates the Student Code of Conduct. A suspension may not exceed three school days. Multiple suspensions for subsequent offenses are permissible.

Before suspending the student, the principal shall conduct an informal hearing at which:

1. The student is advised of the conduct of which he or she is charged;
2. The student is given the opportunity to explain his or her version of the incident.

District personnel shall make every effort to notify the parent prior to suspending a student from school. If the parent cannot be contacted prior to removal, the parent shall be informed of the reasons for suspension. It is the responsibility of the parent to provide adequate supervision of the student during the period of suspension. Students may not be on school property or at school-related activities while suspended.

H. Placement of Students with Disabilities

Placement of Students with Disabilities into DAEP

The long term placement of a student with a disability who receives special education services may be made only by a constituted admissions, review, and dismissal (ARD) committee. Such student may not be placed in an alternative education program solely for educational purposes if the student does not also meet the criteria for alternative placement in TEC 37.006(a) or 37.007(a). Due process or minimal due process procedures, as appropriate, shall apply.

Emergency Removal of Students with Disabilities

The principal or appropriate administrator may order the immediate suspension of a student with a disability for emergency reasons if it is believed that such action is necessary to protect the student, other persons, or property from imminent harm. Removal shall be made only in emergency situations and shall not exceed three days unless the ARD or 504 committee determines that the student poses an immediate threat to himself/herself or others, or disrupts the safety of the learning environment.

If emergency removals, suspensions, or removal to alternative education programs total 16 school days in a year, the ARD or 504 committee shall review the student's IMP, unless the discipline management portion of the IMP specifies otherwise.

Suspension of Student with Disabilities

A student with a disability may be suspended for a period not to exceed three consecutive school days for each separate offense. Before such students are suspended, members of the special education support staff, qualified to determine whether a link exists between the misconduct and the disability or placement, may be contacted for advice on whether or not a connection exists between the disability and the conduct.

A student with a disability shall not be removed to an alternative education program for more than 10 days unless the ARD or 504 committee first determines whether the alleged behavior in question was related to the disabling condition. If the ARD or 504 committee determines there is a connection, they must also determine what action is appropriate. Removal for more than 10 consecutive school days requires ARD or 504 committee action, subject to the parent's right to appeal.

If a student with a disability is removed from school premises for any reason for a total of 16 or more days in the school year, the ARD or 504 committee shall review the student's IMP, unless the IMP specifies otherwise.

Expulsion of Students with Disabilities

A student with a disability may be expelled for engaging in conduct that would warrant such action for a non-disabled student only if the ARD or 504 committee determines that the misconduct is not related to the disabling condition or inappropriate placement.

In determining whether a student's disruptive behavior was related to a student's disabling condition, the ARD or 504 committee shall base its decision on currently effective evaluation and assessment data and on review of the current IEP documentation rather than on established eligibility or previous committee decisions. The ARD or 504 committee shall consider whether the student's behavior indicates the need for new assessment or evaluation data. Unless the parents agree otherwise, the student must be returned to his current placement after 10 days while additional assessments are being made.

The ARD or 504 committee shall determine the instructional and related services to be provided during the time of expulsion. The student's IMP shall include goals and objectives designed to assist in returning the student to school and preventing significant regression.

If the ARD or 504 committee determines that the student's disruptive behavior is related to the disabling condition or inappropriate placement, the student shall not be expelled. If the disruptive behavior on the part of the student indicates an inappropriate placement, the ARD or 504 committee shall review the placement and recommend alternatives. If the ARD or 504 committee determines that the behavior was related to the disabling condition, it shall either rewrite the IEP to address the student's behavioral and educational needs or, when appropriate, consider the extension of an emergency removal.

I. Appeal of a Student with Disabilities Expulsion

A decision of the Board's designee to expel a student may be appealed to the Board. A

student may be denied the privileges of the home campus pending appeal of an expulsion. A student with a disability shall not be excluded from school pending appeal to the Board for more than 10 days without ARD or 504 committee action. During an appeal to a special education hearing officer, the student shall remain in his current classes unless the district and parent agree otherwise or the hearing officer grants an interim order to authorize the exclusion.

Request for Board hearing to appeal a decision to expel a student shall be made in writing to the superintendent within three school days after receipt of the written decision. The superintendent shall provide the parent written notice of the date, time, and place of the review within five days of receipt of the appeal request. The Board shall conduct a hearing that complies with required due process for expulsion hearings outlined in this code and shall base its decision on the evidence presented at that hearing.

If the decision to expel the student with the disability is upheld by the Board, the superintendent shall mail a copy of the expulsion order to the student and the student's parent. A copy of the order shall also be mailed to the authorized officer of the juvenile court of the county in which the student resides.

J. Corporal Punishment

Corporal punishment is permitted as a corrective action to certain rules infractions in order to preserve an effective and orderly educational environment. Factors of student size and age, and the physical, mental, and emotional conditions of the student shall be considered before the administration of any corporal punishment.

Corporal punishment shall be limited to paddling and shall be administered only in accordance with the following guidelines:

1. The student will be informed of the reason(s) for corporal punishment.
 2. Corporal punishment may be administered by the teacher, school principal, or assistant principal.
 3. The instrument to be used in administering corporal punishment shall be approved by the principal.
 4. The administration of corporal punishment shall be performed in the presence of one other employee of the district, and in a place out of view of other students.
- A record shall be maintained on each administration of corporal punishment.

K. Detention

For minor infractions of the code of conduct or other policies or regulations, administrators may detain students after school hours. Before assigning one to detention, the administrator shall inform the student of the conduct that allegedly constitutes a rules violation, and the student shall be given an opportunity to explain his or her version of the incident.

When detention is used, notice shall first be given to the student's parent or guardian to inform them of the reasons for detention and to permit arrangements for necessary transportation of the student. Except in the case of a student who is 18 years of age, or older, detention shall not begin until after the parent has been notified. If the student is a minor, the parent or guardian will be required to provide necessary transportation when a student has been assigned to detention.

L. Readmission of Expelled Students

On recommendation of the placement review committee or on its own initiative, the district may re-admit an expelled student while the student is still fulfilling court-imposed sanctions. After a student completes the sanctions, the district must re-admit the student; however, the district may place the student in an alternative education program. The student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

N. Physical Restraint

Any District employee may, within the scope of the employee's duties, use and apply physical restraint to a student that the employee reasonably believes is necessary in order to:

1. Protect a person, including the employee, from physical injury;
2. Obtain possession of a weapon or dangerous object;
3. Protect property from serious damage;
4. Restrain an irrational student;
5. Remove from a specific location a student refusing a lawful command of a school employee, including from a classroom or other school property, in order to restore order or impose disciplinary measures.

II. IMPLEMENTATION OF THE CODE OF CONDUCT

A. Responsibility and Authority for Administration and Enforcement of the Code of Conduct

1. The building principal and/or other appropriate administrator shall have the responsibility of implementing the code of conduct.
2. Assignment of a student to an alternative education program, in accordance with the code, may be made by the principal or other appropriate administrator.
3. Suspension of a student from school, not to exceed three days, who engages in conduct for which one may be placed in the alternative education program, may be imposed by the principal or other appropriate administrator.
4. The superintendent, assistant superintendent, or the board's designee shall have the authority to expel a student for disciplinary infractions and/or violations of the law in accordance with this Code and state and federal law.
5. The superintendent, principal, or appropriate administrator may order the immediate suspension, expulsion, or placement into an alternative education program of a student whose behavior is so unruly, disruptive, or abusive, that it seriously interferes with school operations or activities, and/or the administrator reasonably believes that such action is necessary to protect persons or property from imminent harm.
6. The school administration shall provide each certified employee a copy of Subchapter A of Chapter 37 on alternative settings for behavior management, and a copy of the local discipline policies.
7. The school administration shall inform each teacher of a student who has committed an expellable offense.

B. Role and Responsibility of Certified Personnel in Maintaining Acceptable Conduct

1 Administrators have the responsibility to:

- a. Assure a safe and orderly climate for teaching and learning.
- b. Enforce the Student Code of Conduct.
- c. Provide appropriate support for teachers who seek help in discipline management.
- d. Notify parents within 24 hours of receipt of a report of violation of the Student Code of Conduct.
- e. Provide campus in-service related to the Code of Conduct.
- f. Communicate with parents when their child becomes a discipline problem.
- g. Secure a signed statement from parents acknowledging receipt of a copy of the Code of Conduct and knowledge of the Code.
- h. Report firearm offenses to TEA in accordance with 37.001(e).
- i. Schedule hearings within three (3) days after a teacher's formal removal of a student.
- j. Provide parents with notice of and an opportunity to participate in a proceeding before the Board or Board designee when student placement in an alternative education program (AEP) extends beyond the end of the next grading period.
- k. Provide minimal due process for suspensions and AEP placements.
- l. Provide 120-day review of a student placed in AEP.
- m. Make appropriate reports to law enforcement.

2. Teachers and other certified personnel have the responsibility to:

- a. Be knowledgeable of the Code of Conduct and sign a statement to that effect.
- b. Develop, maintain, and communicate classroom rules and discipline management procedures.
- c. Remove from a class a student who commits certain offenses.
- d. Maintain an orderly classroom and atmosphere.
- e. Establish rapport and an effective working relationship with parents.
- f. Report in writing, up to one page to the principal or other appropriate administrator, any known violation of the Student Code of Conduct.
- g. Maintain confidentiality upon receipt of information that a student has committed an expellable offense.

C. Responsibility of Parents

Parents, which include single parent, legal guardian, or person(s) having lawful control of the student, have the responsibility to:

1. Make every effort to provide for the physical needs of the student.
2. Teach the child to pay attention and obey rules.
3. Assure their child attends school regularly and report and explain absences and tardiness to school personnel.
4. Be sure the child is appropriately dressed at school and school-related activities.
5. Support school personnel in the enforcement of discipline imposed in accordance with school policy and the Student Code of Conduct.

6. Participate in meaningful conferences with school personnel regarding the child's progress, behavior, or general welfare.
7. Discuss report cards and school assignments with the child.
8. Bring to attention of school personnel any problem or condition that may relate to the child's well-being.
9. Supply a signed statement that they have received and reviewed the Student Code of Conduct and that they are knowledgeable of the responsibilities outlined in the Code.
10. Control their child.

D. Placement Review Committee

Each school shall establish a 3-member committee. The campus faculty shall select two teachers to serve as members of the committee, and one additional teacher shall serve as alternate. The principal shall serve or select one member from the professional staff. The committee shall have the responsibility to:

1. Determine, in accordance with law and policy, the placement of a student when a teacher refuses to re-admit a student whom the teacher has removed from class.
2. Make recommendations regarding readmission of expelled students prior to completion of a court-imposed disposition.

E. Parent-Teacher Conferences

It is recognized that a close and cordial relationship between parents and school personnel will enhance student achievement. District personnel will communicate and work closely with parents in an effort to improve academic performance and/or establish workable solutions to student behavior problems.

Conferences may be held when:

1. Problems arise relating to a student's academic achievement.
2. The student behavior results in assignment to in-school suspension or an alternative education program.
3. There are excessive absences or tardies.
4. At the request of the parent or school personnel.

III. STUDENT CODE OF CONDUCT

A. Philosophy

The staff of the Groveton ISD believes that all students can learn and achieve mastery of basic grade level skills. We believe that the purpose of this district is to educate all students to high levels of academic performance, while fostering growth in social/emotional behavior and attitudes. We accept the responsibility to teach all students so they can attain their maximum educational potential. These objectives may be met only when there is a school climate free from disruptions that interfere with the learning process. The purpose of this code is to communicate the expectations for responsible student behavior, and the consequences of

irresponsible and disruptive behavior. It is expected that individual students will assume responsibility for self-discipline in accordance with stated expectations. However, when violations of the Code of Conduct do occur, discipline will be administered in order to correct disruptive behavior, to protect other students, school employees, or property, and/or maintain a positive learning environment.

Student discipline shall be administered fairly and equitably, and based on a careful assessment of the circumstances of each case. Factors to be considered shall include:

1. The seriousness of the offense.
1. The student's age.
2. The frequency of misconduct.
3. The student's attitude.
4. The potential effect of the misconduct of the school environment.

B. School District Authority and Jurisdiction

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district maintains a current list of the persons serving as a campus behavior coordinator in the student handbook. The district has authority over its students during the regular school day and while going to and from school on District transportation. The District's jurisdiction includes any activities during the school day on school grounds, or within 300 feet of school grounds, attendance at any school-related activity, regardless of time or location, and any school-related misconduct, including retaliation against an employee, regardless of time or location.

C. Abiding by the Law

Every student is expected to abide by federal laws and the laws of the State of Texas. Violation of certain federal and state laws shall constitute a violation of the Code of Conduct and appropriate discretionary or mandatory disciplinary measures will be imposed.

D. End of Semester/Year Offenses

Certain student offenses may result in long-term assignment to an alternative education program for the remainder of the semester or year. Such placement may extend beyond the school year in accordance with TEC 37.009©.

E. Rights and Responsibilities of Students

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. The school will foster a climate of mutual respect for the right of others. Students are expected to respect the rights and privileges of other students,

teachers, and District staff. The district's rules of conduct and discipline are established to achieve and maintain order in the school. Students who violate the rights of others or who violate District or school rules will be subject to disciplinary measures designed to correct the misconduct and to promote adherence by all students to their responsibilities as citizens in the school community.

Student responsibilities for achieving a positive learning environment at school or school-related activities include.

1. Attending all classes, daily and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being properly dressed.
4. Exhibiting respect toward others.
5. Behaving in a responsible manner.
6. Paying required fees and fines, unless they are waived.
7. Refraining from violations of the Student Code of Conduct.
8. Obeying all school rules, including safety rules.
9. Exhibiting responsible conduct at school, on school buses, and at all school functions on or off campus.
10. Cooperating with staff in investigation of disciplinary cases and volunteering information relating to a serious offense.

F. Students at School or School-Related Activities are Prohibited From:

1. Repeated and/or excessive violations of stated and or published classroom and campus rules and regulations.
2. Cheating or copying the work of another source.
3. Leaving school-sponsored events without permission.
4. Directing profanity, vulgar language, or obscene gestures toward teachers or other school employees.
5. Insubordination, such as disobeying directives from school personnel or school policies, rules, and regulations.
6. Playing with matches, fire, or committing arson.
7. Committing robbery or theft.
 8. Damaging or vandalizing property owned by the district, other students, or District employees.
 9. Disobeying school rules about conduct on school buses.
10. Fighting, committing physical abuse, or threatening physical abuse.
11. Committing extortion, coercion, or blackmail: that is obtaining money or other objects of value from an unwilling person, or forcing an individual to act through the use of force or threat of force.
12. Engaging in verbal abuse, i.e., name-calling, ethnic or racial slurs, or derogatory statements that may substantially disrupt the school program or incite violence.
13. Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students.

14. Engaging in any unruly, disruptive, or abusive behavior that seriously interferes with a teacher's communications with students, with students' ability to learn, or with the educational process.
15. Committing indecent exposure.
16. Being tardy or leaving school grounds when not permitted to do so.
17. Engaging in any conduct constituting criminal mischief as defined by law.
18. Engaging in any other conduct that disrupts the school environment or educational process.

G. Dress Code

The students and his/her parent may determine the student's personal dress and grooming provided that the student's dress and grooming:

1. Shall not lead school officials to believe that such dress or grooming will disrupt, interfere with, disturb, or detract from the proper learning environment of the school, or
2. Shall not create a health or other hazard to the student's safety or the safety of other students.

In addition to these general responsibilities, the following requirements shall be adhered to:

1. Shorts may be worn, but they must come to mid-thigh when sitting and be loose around the legs. Cutoffs and wind shorts will not be allowed.
2. Spandex shorts/pants will only be allowed when worn under clothing that meets the dress code requirements. These items may not be worn by themselves.
3. No pajama pants will be worn to school.
4. No tank tops, tube tops, spaghetti straps
5. No excessively low-cut blouses or sweaters and no sleeveless shirts with excessively large armholes or cut-off sleeves.
6. Caps or hats must be worn properly outside or at school related activities.
7. Shirts must come to the waist even in movement.
8. Dresses and skirts must come to the mid-thigh when sitting
9. No excessive rips or tears in pants or jeans. (bare skin should not be exposed above mid-thigh).
10. Pants (waist) must be worn above the hips.
11. All belts and suspenders must be properly fastened.
12. No bizarre items or styles that promote unique distractions.
13. No earring(s) or ear cuff(s) worn by male students. No body piercing adornments (nose), lip, tongue, eyebrow, etc.) on ANY student. All tattoos must be covered at school or any school sponsored or school related activities.
14. No clothing with coloring, designs, symbols, or lettering that would be interpreted as inappropriately suggestive, vulgar, or possibly gang related.
15. No clothing advertising alcohol or tobacco products or their products.
16. For safety and health reasons, appropriate shoes (no house shoes) will be worn by all students.

17. Male students may not have any hair adornments.
18. Hairstyles or designs that may be disruptive or distracting in the school environment, such as variations of Mohawks, spikes or shaved designs, or any hairstyle displaying distracting or unnatural colors are prohibited.
19. No skates or roller type shoes will be allowed.
20. Gloves will not be worn or permitted in the building.
21. Sunglasses may not be worn at school during regular school hours except on special occasions.
22. In order to maintain discipline, foster respect for authority, and prevent disruption, the district reserves the right to prohibit any clothing or grooming that in the administrator's judgment may reasonably be expected to cause disruption, distraction from, or interference with normal school operations.

Students who come to school in violation of the prescribed dress-grooming regulations will face disciplinary action.

H. Attendance

To receive credit in a class, a student must be in attendance for at least 90% of the days the class is offered during a semester. A student who is in attendance less than 90% of the day the class is offered in a semester shall not be given credit for the class unless the attendance committee finds that the absence(s) are the result of extenuating circumstances. Students who accumulate 10 or more absences may be ineligible to participate in any extracurricular activities immediately. A student who comes in compliance with both local and state attendance requirements may regain eligibility. An attendance committee may review absences due to extenuating circumstances. (Attendance makeup can be arranged through the principal's office.)

In order for a student to be considered for an excused absence, a student is required to bring a note or letter from a parent or physician that describes the reason for the absence within 3 days of the student's return to school.

The district may consider the following as extenuating circumstances for the purpose of granting credit for a class:

1. An excused absence based on personal sickness, sickness or death in the family, quarantine, weather, or road conditions making travel dangerous, or any other unusual cause acceptable to the principal.
2. Days of suspension.
3. Participation in a court proceeding or child abuse/neglect investigation.
4. A migrant student's late enrollment or early.
5. Days missed as a runaway.
6. Completion of a competence-based program for at-risk students.
7. Late enrollment or early withdrawal of a student under Texas Youth Commission.

8. Teen parent absences to care for his or her child.
9. Participation in a substance abuse rehabilitation program.
10. Homeless, as defined in federal law.

An attendance committee will be appointed by each school to hear appeals from students who are in attendance less than 90% of the days the class is offered. The committee will consist of the student's teacher(s), counselor, and the principal or his or her representative. The attendance committee will have the authority to:

1. Grant excessive absences.
2. Offer alternative ways for students to make up time and schoolwork missed.
3. Deny credit.

I. Vandalism/Damage to School Property

Students shall not vandalize or otherwise damage or deface any property, including furniture and other equipment, belonging to or used by the District or District Schools. Parents or guardians of students guilty of damaging school property shall be liable for damages in accordance with law. Students shall be responsible for the care and return of state-owned textbooks and may be charged for replacement of lost or damaged textbooks.

J. Sexual Harassment

The district believes that every student has the right to attend school and school-related activities free from all forms of discrimination on the basis of sex, including sexual harassment. The district considers sexual harassment of students to be serious and will consider the full range of disciplinary options, up to and including expulsion, according to the nature of the offense.

All students are expected to treat one another courteously, to have respect for the other individual's feelings, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop. All students are prohibited from engaging in offensive verbal or physical conduct of a sexual nature directed toward another student. This prohibition applies whether the conduct is by word, gesture, or any other intimidating sexual conduct, including requests for sexual favors that the other student regards as offensive or provocative.

A complaint alleging sexual harassment by another student or sexual harassment or sexual abuse by a staff member may be presented by a student and/or parent in a conference with the principal or designee or with the Title IX coordinator. The first conference with the student will ordinarily be held by a person who is the same gender as the student. The conference will be scheduled and held as soon as possible within five days of the request. The principal or Title IX coordinator will coordinate an appropriate investigation, which ordinarily will be completed within 10 days. The student or parent will be informed if extenuating circumstances delay completion of the investigation.

The student will not be required to present a complaint to the person who is the subject of the complaint.

If the resolution of the complaint is not satisfactory to the student or parent, the student or parent, within 10 days, may request a conference with the Superintendent or designee by following the procedure set out in Board Policy FNCJ (LOCAL). If the resolution by the Superintendent or designee is not satisfactory, the student or parent may present the complaint to the Board as provided by policy.

K. Hazing

Hazing includes any willful act done by a student, either individually or with others, to another student for the purpose of subjecting the other student to indignity, humiliation, intimidation, physical abuse, or threats of abuse, social or other ostracism, shame, or disgrace. Students shall have prior approval from the principal or designee for any type of “initiation rites” of a school club or organization. No student shall engage in any form of hazing, nor shall any student encourage or assist any other person in hazing.

L. Tobacco Use

The use or possession of tobacco products by students is prohibited on all campuses.

Students shall not possess or use tobacco products, including but not limited to cigarettes, cigars, pipes, snuff, vapor devices or chewing tobacco, on school premises or at school-related activities.

M. Paging Devices, Including Cellular Telephones

Cellular telephones must be turned off and not used or be visible during school hours (7:45—3:55) or during bus routes. A paging device is a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. As allowed by Section 37.082 of the Texas Education Code an administrative fee of \$15.00 will be charged to return such devices to owner/parent.

N. Drug-Alcohol Use

No student shall possess, use, transmit, or attempt to possess, use, or transmit, or be under the influence of any of the following substances on school premises during any school term or off school premises at a school-related activity, function, or event:

1. Any controlled substance or dangerous drug as defined by law, without regard to amount, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any volatile chemical that can be abused.
4. Any other intoxicant, or mood changing, mind-altering, or behavior-altering drugs prohibited under the Texas Controlled Substance Act or Federal Drug Abuse Prevention Control Act.

- “Use” means a student has smoked, ingested, injected, imbibed, inhaled, drunk, or otherwise taken internally a prohibited substance recently enough that it is detectable by the student’s physical appearance, actions, breath, or speech.
- “Under the influence” means a student’s faculties are noticeably impaired, but the student need not be legally intoxicated.
- The transmittal, sale, or attempted sale of what is represented to be any of the above-listed substances is also prohibited under this rule.

O. Weapons

A student shall not be in possession of any prohibited weapon at school, on school premises, or at any school-related activity, unless pursuant to written regulations or written authorization of the district. A student shall not possess or use articles not generally considered to be weapons when the principal or designee determines that a danger exists for any student, school employee, or school property by virtue of possession or use.

Weapons include, but are not limited to:

1. Firearms of any kind.
2. Fireworks or explosive devices of any kind.
3. Knives of any size, including pocketknives.
4. Razors.
5. Clubs or night sticks.
6. Metallic or hard surfaced knuckles.
7. Chains.
8. Pellet guns, BB guns or slingshots.
9. Any other object used in a way that threatens to inflict harm to another person.

Lockers and cars parked on school premises may be inspected by school personnel if there is a reasonable suspicion to believe they contain weapons.

P. Assaults

Students are prohibited from assaulting anyone at school, on school property, or at any school-related event. An assault is defined as:

1. Intentionally, knowingly, or recklessly causing bodily injury to another.
2. Intentionally or knowingly threatening another with imminent bodily injury.
3. Intentionally or knowingly causing physical contact with another when the student knows or reasonably believes that the other will regard the contact as offensive or provocative.

Q. Disturbing School or Classes

For the purpose of this rule, “school property” includes the public school campuses or school grounds upon which any public school is located, and any grounds or buildings used by District schools for assemblies or other school-related activities, and “public property” includes any street, highway, alley, public park, or sidewalk.

No student shall be permitted on school property or on public property within 500 feet of school property, to willfully disrupt, alone or in concert with others, the instructional program or other school activities. Conduct that disrupts the educational activities of a school includes:

1. Emitting noise of an intensity that prevents or hinders classroom instruction.
2. Enticement or attempted enticement of students away from classes or other school activities that students are required to attend.
3. Prevention or attempted prevention of students from attending classes or other school activities that students are required to attend.
4. Entrance into a classroom without consent of either the principal or teacher and either through acts of misconduct and/or use of loud or profane language causing disruption of class activities.

R. Disruption of Lawful Assembly

No student or group of students acting in concert may willfully engage in disruptive activity or disrupt a lawful assembly on the campus or property of any school in the district. Disruptive activity means:

1. Obstructing or restraining the passage of persons in an exit, entrance, or hallway of any building without the authorization of the administration of the school.
2. Seizing control of any building or portion of a building for the purpose of interfering with any administrative, educational, research, or other authorized activity.
3. Preventing or attempting to prevent by force or violence or the threat of violence any lawful assembly authorized by the school administration.
4. Disrupting, by force or violence or the threat of force or violence, a lawful assembly in progress.
5. Obstructing or restraining the passage of any person at an exit or entrance to said campus or property, or preventing or attempting to prevent by force or violence or by threats thereof, the entrance or exit of any person to or from said property or campus without the authorization of the administration of the school.

A lawful assembly is disrupted when any person in attendance is rendered incapable of participating in the assembly due to the force of violence or due to a reasonable fear that force of violence is likely to occur.

Conduct by students, either in or out of class, that for any reason—whether because of time, place, or manner of behavior—materially disrupts class work or involves substantial disorder or invasion of the rights of other students or employees at school or school-related activities, is prohibited.

Student demonstrations and similar activities shall be prohibited when there is evidence that may reasonably lead school authorities to forecast substantial disruption of, or material interference with, normal school operations or approved school activities.

S. Distribution of Materials

Distribution of written materials may be restricted, subject to the following guidelines:

1. Distribution may be limited to prevent material and substantial interference with normal school operations in circumstances where there is evidence that reasonably supports a forecast that disruption will likely result directly from the distribution.
2. Reasonable administrative regulations as to the time, place, and manner of distribution may be prescribed to promote orderly administration of school activities by preventing disruption, but shall not be designed to stifle expression.
3. Content of the materials to be distributed shall conform to the following standards:
 - a. Materials that are sexually inappropriate for the age and maturity of the audience or that endorse actions endangering the health and safety of students shall not be distributed.
 - b. Libelous material may be prohibited from distribution.
 - c. Publications that criticize board members or school officials or advocate violation of school rules may be prohibited when there is evidence that reasonably supports a forecast that material and substantial disruption of normal school operations will result from the publication. Advocacy directed toward inciting or producing imminent lawless or disruptive action and that is likely to incite or produce such action shall be restricted.
 - d. Hate literature that scrupulously attacks ethnic, religious, or racial groups, and similar irresponsible publications aimed at creating hostility and violence may be banned. Only material that could reasonably support a forecast of material and substantial disruption of normal school operations is affected by this restriction.

T. Prior Review

All student publications and other written material intended for distribution to students shall be submitted for prior review according to the following procedures:

1. Material shall be submitted to the building principal or a designee for review.
2. The principal or a designee shall approve or disapprove submitted material within twenty-four hours of the time the material is received. Failure to act within the twenty-four-hour period shall be interpreted as disapproval.
3. The student may appeal disapproval to the superintendent, who shall decide the appeal within three days of its receipt. Failure of the superintendent to act within the three-day period shall be interpreted as disapproval.

4. The student may appeal approval by the superintendent to the Board. The student shall notify the superintendent of the appeal and request the matter be placed on the agenda for the next Board meeting. At that Board meeting, the student shall be given a reasonable period of time to present his or her viewpoint.

U. Closed Campuses

Groveton Jr-Sr High School Campus will be a closed campus. No student will be allowed to leave school during lunch. Students leaving campus without administrative approval shall be subject to disciplinary action. Parental consent is required before any student leaves campus for any part of the school day.

V. Secret or Self-Perpetuating Societies

Students shall not become members or promise to become members of any organization composed wholly or in part of students in public schools which seeks to perpetuate itself by taking in additional members from the students enrolled in such school on the basis of the decision of its members, rather than upon the free choice of any student in the school, who is qualified under the rules of the school, to fill in the special aims of the organization

MISCELLANEOUS

GOOD SPORTSMANSHIP CODE OF ETHICS

1. Respect shall be shown to the officials and their decisions.
2. Respect shall be shown to the opposing school, to the facilities, and to the student body.
3. Enthusiastic and wholesome cheering is encouraged: booing, stamping of feet, and disrespectful remarks should be avoided at all times.
4. Proper courtesy shall be shown to injured players.
5. Principles of integrity and fair play shall always be observed in all interscholastic league activities and all other activities, also.
6. Since a school is judged by its students' actions; students should, at all times, conduct themselves in a manner which compliments their school.
7. Good sportsmanship should be demonstrated whether a student's team wins or loses.
8. Spectators should encourage all people to observe this code of ethics. Those who do not respond should be reported to the proper authorities.
9. Rules of the University Interscholastic League states that a coach may be disqualified from any league activities for misconduct at any league event.

CHEERLEADER SELECTION AND REQUIREMENTS

Cheerleaders shall be selected by two or more qualified judges not associated with the Groveton Schools and teacher evaluation. These judges shall be selected by school administration. Selection as a cheerleader shall be made on the basis of performance of the various techniques required of a good cheerleader. The selection of a potential cheerleader is based on the following scoring criteria: (Judges decision accounts for 2/3 while teacher evaluation forms account for 1/3).

Cheerleaders will be responsible for attending all football and basketball games.

Cheerleaders are required to maintain the eligibility requirements of the University Interscholastic League as required of all athletes. Being a cheerleader does not convey or denote any exceptional privileges or authority to disregard what is expected of all students.

JH Cheerleaders will abide by all rules and regulations set forth by the sponsor

Cheerleaders are required to fulfill all cheering duties before receiving any awards. Cheerleaders are responsible for their uniforms. Damaged uniforms will be replaced at the cheerleader's expense.

CLUBS

Student clubs and performing groups such as band, cheerleaders, and athletic teams may establish rules of conduct and consequences for misbehavior that are stricter than those of students in general. If a violation is also a violation of school rules, the consequences specified by the school shall apply in addition to any consequences specified by the organization. Each member of a group imposing stricter standards shall be notified of the standards of behavior and of the specific consequences of violating the standards.

BETA CLUB BY-LAWS

Membership Criteria

A student classified as a freshman, sophomore, junior, or senior may become eligible for the Groveton BETA Club if the following are met:

As a Freshman or Sophomore, the student must be enrolled in college-bound core-curriculum 1. courses. As a Junior or Senior, the student must be enrolled in college preparatory classes and be taking at least two advanced courses as listed in the student handbook.

2. The student must have an average of 90 in all academic subjects for the previous year, as well as a 90 overall. All Honors courses will have an extra 10 points added to the grade.

3. The student must be considered satisfactory on an evaluation to be given to the school faculty. This evaluation will be in the areas of overall character, including citizenship, leadership, honesty, cooperation, and courtesy. Two or more unsatisfactory ratings will be cause for ineligibility. Faculty evaluation will be done only by the teachers teaching the student that year.

These evaluations will be kept confidential. Invitations to prospective members will be issued in April.

4. All special circumstances will be evaluated on an individual basis.

Maintaining Membership in Beta Club

In order to be a member in good standing, the following will be required:

1. The student must maintain an overall average of 90 in academic course work as well as a 90 overall. Courses not considered academic are P.E./Athletics, Band, and Choir. Failure to do so for one six-week period will result in a six-week probation. Failure to maintain a 90 average for two six-week periods will result in automatic removal from the Beta Club for the remainder of the academic year. If a student has fulfilled all responsibilities prior to removal, they may apply for membership for the next year, provided their grades for the year are up to standard.
2. The student must maintain satisfactory conduct grades. An unsatisfactory grade in two classes will result in six-week probation. Two unsatisfactory conduct grades for two six-week periods will result in automatic removal from the Beta Club for one full year.
3. The student must participate in at least one UIL academic event at the district level or have a letter from the teacher stating that the student genuinely put forth effort to make the team.
4. The student must participate in all activities of the Beta Club and attend all meetings. Failure to attend all meetings during the school year without a legitimate excuse will be cause for removal for one year. Two tardies of not more than 5 minutes will equal one absence. The privilege to attend the State Convention will be forfeited by 3 unexcused absences incurred before the convention. Failure to participate in meetings and activities may result in removal from Beta Club.
5. The student must observe all school regulations. If a student is suspended from school, he or she will automatically be suspended from the Beta Club for a period of one semester.
6. All Foreign Exchange students will be invited to be honorary members of the Beta Club. They will have to abide by the conduct rules but not the academic grade average or UIL participation.
7. All students will be evaluated every six weeks by their teachers. This evaluation will be in the areas of overall character: including citizenship, honesty, cooperation, and courtesy. These evaluations will be kept confidential. Two unsatisfactory evaluations by the same teacher or by two different teachers will result in being removed from the Beta Club. Suspended members will be eligible for readmission the following year pending satisfactory evaluations and meeting the other criteria for maintaining membership.

Officers

Officers for the following year will be selected in May, and an initiation ceremony will be held before classes are terminated for the year. The following offices will be available:

PRESIDENT—Student must be a forthcoming senior and have been a Beta member for at least one year. Duties are to preside over meetings and functions of the club.

VICE-PRESIDENT—Student must be a forthcoming senior and have been a Beta member for at least one year. Duties are to preside at meetings in the absence of the President.

SECRETARY—Student must have been a Beta member for at least one year. Duties include taking minutes at all meetings, taking care of correspondence, and keeping attendance.

TREASURER—Student must have been a Beta member for at least one year. Duties include taking dues and being in charge of money during any money-making activity.

REPORTER—Student must have been a Beta member for at least one year. Main duty is to send news items to the Groveton News after sponsor and principal approval.

ANNOUNCEMENTS

A student requesting that an announcement be made should write it out and have it approved by a sponsor and the principal. It will be announced at the next scheduled time for announcements. Announcements will be made once daily by the campus principal or designee.

ASBESTOS

The Asbestos Management Plan is available for viewing in the Superintendent's Office. Any patron wishing to review the plan may do so during regularly scheduled school days.

Emergency Information

For information on a possible Groveton ISD school closure due to an emergency or a severe weather related event, please listen to one of the following stations:

Radio

Lufkin-KYKS 105.1FM

Lufkin-KFOX 95.5 FM

Crockett-KIVY 92.7 FM

Crockett-KBHT 93.5 FM

TV

Lufkin-KTRE Channel 9

Tyler-KLTV Channel 7

CAREER DAY

Seniors who take a career day must obtain prior approval from the campus administration or counselor.

COMMUNICABLE DISEASES

Parents of students with a communicable or contagious disease are asked to telephone the school nurse/principal so that other students who have been exposed to the disease can be alerted; convalescing students are not allowed to come to school until the disease is no longer contagious.

DRILLS—FIRE, TORNADO, AND OTHER EMERGENCY DRILLS

Students, teachers, and other district employees shall participate in frequent drills of emergency procedures. When the alarm is sounded, students must follow the direction of teachers or other district personnel quickly and in an orderly manner.

Emergency Safety Terms and Meaning

“Lockdown”	Threat inside the building
“Lockout”	Threat outside the building
“Evacuate”	Fire, bomb threat, evacuate to designated location
“Shelter”	Earthquake, hazmat, shelter in place

EXTRACURRICULAR ACTIVITIES

Students shall be permitted to participate in extracurricular activities subject to the following restrictions:

1. During the initial six-week period of the school year, students shall have been promoted to the next grade level, or shall have accumulated the required number of units toward graduation. (See the promotion section in this handbook or the principal for further information on promotion.)
2. During the subsequent six-week periods, students who receive a six-week grade below 70 may not participate in extracurricular activities during the following three-week period. The suspension from extracurricular activities goes into effect seven days after the last day of the six week period during which the grade lower than 70 was earned. Students shall be allowed to participate at the end of any three-week period in which the students earn averages of 70 or more in all classes. Eligibility may be regained seven days after the end of a six-week or a three-week evaluation period.
3. TAKS/ EOC Remediation Course's— For eligibility purposes a student must have a grade average of 70 or above in all TAKS remediation course(s) to be eligible.
4. Honors Eligibility---For eligibility purposes a student must have a grade average of 70 or above in each class to be eligible. A grade average below 70 in an Honors Class will not make a student ineligible provided the student has met the following requirements:
 - a. The students class average is 65 or above.
 - b. The student has no zeros for failure to do assignments.
 - c. The student completed all extra credit assignments. (If offered to the class.)

5. Any absence resulting from a student's participation in an organization not on the approved list shall be considered unexcused.
6. The participation of a student in extracurricular activities of the school is on a voluntary basis, and such participation shall not be mandatory. These activities are the choice of the individual student. Since this is true, it will be the responsibility of the student to provide his/her own transportation to

HOMECOMING QUEEN SELECTION

Each class in high school will select a homecoming queen candidate prior to the scheduled Homecoming. The homecoming queen will be elected by secret ballot which is not revealed until the time of crowning. She will be crowned at the half-time ceremonies of the homecoming football game. Each homecoming queen candidate will select an escort from her class.

PLAGIARISM

Plagiarism consists of using another person's ideas or writing as one's own. It is unlawful and unacceptable. Plagiarism will be considered cheating and the student will be subject to disciplinary action. Teachers will inform students of the academic consequences of plagiarism at the beginning of the semester.

POSTERS

Signs and posters that students wish to display must first be approved by the campus principal. Posters displayed without authorization will be removed. Any student who posts printed material without approval shall be subject to disciplinary action.

REFRESHMENTS

Refreshments should be consumed only in the free periods before school, noon, and after school. Neither food nor open container drinks can be brought into halls or classrooms at any time, nor should drinks be carried on buses after school.

1. Do not secure refreshments of any kind between regular class periods.
2. Every student MUST BE responsible for seeing to it that his/her litter is deposited in trash cans!

SUSPENSION

Absences because of suspension will receive a zero for all work that had a recorded grade or for work assigned during the suspension. Semester exams may be made up with a grade of 50% of the grade earned. Major six weeks exams will be awarded a zero.

TELEPHONE USE

Students are not to use the school telephone except in case of real emergency; and then, only after obtaining permission from a school official, the secretary, or teacher present. Students are not called on the telephone during class periods except in the case of EXTREME EMERGENCIES. Other emergency messages received during class will be given to the students at the end of the class period.

GLOSSARY

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT or the American College Test, is one of the two most frequently used college or university admissions exams. The test may be a requirement for admission to certain colleges.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD is the admission, review, and dismissal committee convened 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 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

DSHS stands for the Texas Department of Health Services

ED stands for the U.S. Department of Education

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learners, and limited proficient student.

EOC (end-of-course) assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011–2012 school year. These examinations will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History.

ESSA is the Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act that 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 is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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 recommended for high school students and is required by state law for any student in middle school or higher 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.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement 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.

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. Successful performance sometimes is a condition of promotion, and passing the grade 11 exit-level test or end-of-course assessments, when applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or 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 the classroom or campus. 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 for 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 is 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 I:

Parent Statement Prohibiting Corporal Punishment

CORPORAL PUNISHMENT

Corporal punishment, spanking or paddling the student, may be used as a discipline management technique in accordance with the student code of conduct. Corporal punishment will be governed by the following conditions:

1. The parent or guardian will deny permission for corporal punishment.
2. The student will be told the reason for the corporal punishment.
3. Only the principal, assistant principal or teacher may administer the punishment.
4. The instrument to be used will be approved by the principal.
5. The punishment will be administered in the presence of one other district professional employee and out of view of other students.
6. A record will be maintained of each instance of corporal punishment and notification will be sent home with your child or mailed to you.

Please refer to FO (Legal and Local) policy and the student code of conduct.

I have read the information on the use of corporal punishment in Groveton I.S.D.

I request that corporal punishment be administered to my child if deemed appropriate by

GISD personnel.

_____ YES

_____ NO (Please check one)

Print name of student: _____

Signature of Parent: _____

Contact Phone Number _____

Date: _____

APPENDIX II:

Use of Student Work in District Publications

Occasionally, the Groveton I.S.D. wishes to display or publish student artwork, photos taken by the student, or other original work on the district's Web site, a Web site affiliated or sponsored by the district, such as a campus or classroom Web site, and in district publications. The district agrees to only use these student projects in this manner.

Parent: Please circle one of the choices below:

I, parent of _____ (student's name), **(do give)** **(do not give)** the district permission to use my child's artwork, photos, or other original work in the manner described above.

Parent signature : _____

Date : _____

APPENDIX III:

Acknowledgment of Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy of or to electronically access at www.grovetonisd.net the Groveton I.S.D. Student Handbook for 2020–2021.

I have chosen to:

☐ Receive a paper copy of the Student Handbook

☐ Accept responsibility for accessing the Student Handbook by visiting the Web address listed above.

I understand that the handbook contains information that my child and I may need during the school year and 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 should direct those questions to the principal at (936) 642-1473.

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

“Please sign and date this page, remove it from the handbook, and return it to your child’s school.”

APPENDIX IV:

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

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent.

Parent: Please complete 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 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 institutions of higher education upon their request without my prior written consent.

Parent signature _____ Date _____