

2014 | 2015

Dallas
Independent
School
District



STUDENT HANDBOOK

2014 | 2015

Dallas
Independent
School
District



The Student Handbook and Code of Conduct is provided as a general reference guide for students and parents and does not constitute a policy of the school district. To the extent laws or policy are addressed in this publication, the Student Handbook and Code of Conduct is for informational purposes only and any discrepancy in the information contained herein is superseded by federal, state or local law. The official policy manual of the Dallas ISD is maintained by the Office of Board Services and is available to the public both in the Office of Board Services and on the school district's website at www.dallasisd.org.

STUDENT HANDBOOK



To Students, Parents, and Guardians:

Welcome to school year 2014-2015! 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 Dallas Independent School District *Student Handbook and Code of Conduct* is designed to provide a resource for some of the basic information that you will need during the school year. In an effort to make it easier to use, the *Student Code of Conduct* is first, followed by the *Student Handbook*.

The handbook contains required notices and information for parents and students—organized alphabetically by topic for quick access when searching for information on a specific issue. We encourage you to take some time to closely review both the *Student Code of Conduct* and *Student Handbook*.

Both students and parents should become familiar with the Dallas ISD *Student Code of Conduct*, which is a document adopted by the Board of Trustees and intended to promote school safety and an atmosphere for learning.

Please be aware that the term “the student’s parent” is used throughout the document to refer to either or both parents, a legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

The *Student Handbook* is designed to be in harmony with policies adopted by the Board of Trustees and the *Student Code of Conduct*. The handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect provisions in this handbook will be made available to students and parents through newsletters and on the district’s website.

In case of conflict between board policy or the *Student Code of Conduct* and any provision of the *Student Handbook*, the provision of board policy or the *Student Code of Conduct* most recently adopted by the board are to be followed.

After reading through the entire handbook with your child, keep it as a reference during this school year. If there are questions about any of the material in this handbook, please contact your child’s teacher, counselor, or principal.

Also, please complete and return the following required form included in this handbook to your child’s campus within five (5) days.

- Student/Parent Acknowledgement Receipt Form

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 online at www.dallasisd.org.

We continued to make progress toward Destination 2020 the past school year. Our accomplishments are only the result of the hard work of students and teachers, but they are also a product of the increasing value students and parents are placing on education. By continuing to work together, the school community can look forward to another successful year.

Respectfully,

Mike Miles
Superintendent of Schools

Board of Trustees

Dallas
Independent
School
District



Miguel Solis
President
District 8: Love Field,
Northwest Dallas, and
Central Dallas



Lew Blackburn, Ph.D.
First Vice President
District 5: Oak Lawn,
West Dallas, Wilmer,
Hutchins, and portions
of East Oak Cliff



Elizabeth Jones
Second Vice President
District 1: Northwest Dallas



Dan Micciche
Secretary
District 3: Northeast Dallas



Mike Morath
District 2: North and
Near East Dallas



Nancy Bingham
District 4: Southeast Dallas,
Seagoville, Balch Springs



Joyce Foreman
District 6: Southwest Dallas



Eric Cowan
District 7: North Central
Oak Cliff and portions of
West Dallas



Bernadette Nutall
District 9: South Dallas and
portions of Downtown
Dallas, Pleasant Grove,
Deep Ellum, Uptown,
and East Dallas



Mike Miles
Superintendent of Schools

The Dallas Independent School District, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, gender expression, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions. The district is required by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975, as amended, as well as board policy not to discriminate in such a manner. (Not all prohibited bases apply to all programs.)

If you suspect discrimination please contact: Mary McCants, Title VII or Title IX, at (972) 925-3250; Daphne LaMontagne, Section 504, at (972) 581-4238; Diedrae Bell-Hunter, Americans with Disabilities Act, at (972) 925-4287; or Employee Relations at (972) 925-4200. General questions about the district should be directed to Customer Service at (972) 925-5555.

3700 Ross Avenue • Dallas, TX 75204-5491 • (972) 925-3700 • www.dallasisd.org

SCHOOLS BY TRUSTEE DISTRICT

3700 Ross Avenue • Dallas, TX 75204-5491 • (972) 925-3700 • www.dallasisd.org

District 1:

Elizabeth Jones

(972) 925-3722

■ High Schools

Thomas Jefferson
W.T. White

■ Middle Schools

Edward H. Cary
Thomas C. Marsh
E.D. Walker

■ Elementary Schools

Nathan Adams
George H.W. Bush
William L. Cabell
F.P. Caillet
George Bannerman Dealey
Everette L. DeGolyer
Anne Frank
Tom C. Gooch
Jerry R. Junkins
Arthur Kramer
Herbert Marcus
John J. Pershing
Walnut Hill
Harry Withers

District 2:

Mike Morath

(972) 925-3721

■ High Schools

Hillcrest
North Dallas High School
Woodrow Wilson

■ Middle Schools

Benjamin Franklin
J.L. Long
Henry W. Longfellow
Career Exploration

■ Elementary Schools

Stonewall Jackson
Lakewood
Robert E. Lee
William Lipscomb
Ben Milam
K.B. Polk
Preston Hollow
Dan D. Rogers
Sudie Williams

District 3:

Dan Micciche

(972) 925-3722

■ High Schools

Bryan Adams
Emmett J. Conrad

■ Middle Schools

W.H. Gaston
Robert T. Hill
Sam Tasby

■ Elementary Schools

Bayles
Casa View

S.S. Conner
Charles A. Gill
Victor H. Hexter
Highland Meadows
L.L. Hotchkiss
Edwin J. Kiest
Jack Lowe Sr.
Lee A. McShan Jr.
Martha T. Reilly
Reinhardt
Alex Sanger
Larry G. Smith
Jill Stone at Vickery
Meadow
George W. Truett

District 4:

Nancy Bingham

(972) 925-3722

■ High Schools

W.W. Samuel
Seagoville
H. Grady Spruce

■ Middle Schools

Balch Springs
Fred F. Florence
Seagoville

■ Elementary Schools

John Q. Adams
William M. Anderson
Annie Webb Blanton
Central
Gilbert Cuellar Sr.
Julius Dorsey
Ebby Halliday
Nathaniel Hawthorne
Kleberg
Richard Lagow
B.H. Macon
Nancy Moseley
Pleasant Grove
John W. Runyon
Seagoville
Seagoville North
Edward Titche

District 5:

Lew Blackburn

(972) 925-3718

■ High Schools

Lassiter Early College
L.G. Pinkston
Franklin D. Roosevelt
A. Maceo Smith
New Tech

South Oak Cliff
Wilmer-Hutchins
Schools of Business,
Education, Health, Law,
Science, and Talented
and Gifted at Yvonne A.
Ewell Townview Center

■ Middle Schools

Dallas Environmental
Science
Thomas A. Edison
Oliver Wendell Holmes
Kennedy-Curry
Barack Obama
Harry Stone
William B. Travis
Sarah Zumwalt

■ Elementary Schools

John Neely Bryan
Harrell Budd
W.W. Bushman
C.F. Carr
George W. Carver
Lorenzo DeZavala
J.N. Ervin
N.W. Harllee
H.I. Holland at Lisbon
Albert S. Johnston
William B. Miller
Roger Q. Mills
Clara Oliver
Elisha M. Pease
Harry Stone
William B. Travis
Academy
Whitney M. Young
Wilmer-Hutchins

District 6:

Joyce Foreman

(972) 925-3722

■ High Schools

Alternative Placement
Center at Village Fair
David W. Carter
Kathlyn Joy Gilliam
Collegiate Academy
Justin F. Kimball
John Leslie Patton Jr.
Academic Center

■ Middle Schools

William H. Atwell
T.W. Browne
Zan Wesley Holmes Jr.
Barbara M. Manns
Boude Storey

■ Elementary Schools

Birdie Alexander
Jimmie Tyler Brashear
John W. Carpenter
Elementary DAEP-Dallas
Barbara Jordan
Umphrey Lee
Thomas L. Marsalis
Ronald E. McNair
Maria Moreno
Clinton P. Russell
Leslie A. Stemmons
T.G. Terry

Robert L. Thornton
Thomas Tolbert
Adelle Turner
Mark Twain
Daniel Webster
Martin Weiss

District 7:

Eric Cowan

(972) 925-3721

■ High Schools

W.H. Adamson
Trinidad "Trini" Garza
Early College
Moisés E. Molina
Sunset

■ Middle Schools

Hector P. Garcia
W.E. Greiner
Raúl Quintanilla Sr.
L.V. Stockard

■ Elementary Schools

Arcadia Park
Mary McLeod Bethune
Felix G. Botello
James Bowie
Nancy J. Cochran
Lelia P. Cowart
L.O. Donald
Lenore Kirk Hall
Margaret B. Henderson
James S. Hogg
Lida Hooe
Anson Jones
Louise Wolff Kahn
Sidney Lanier
George Peabody
John F. Peeler
John H. Reagan
Rosemont
Rosemont Primary School-
Chris V. Semos Campus
Arturo Salazar
Celestino Mauricio Soto
Stevens Park
Winnetka

District 8:

Miguel Solis

(972) 925-3721

■ High Schools

Multiple Careers Magnet
Center
Maya Angelou

■ Middle Schools

Francisco F. "Pancho"
Medrano
Thomas J. Rusk
Alex W. Spence

■ Elementary Schools

Gabe P. Allen
David G. Burnet

César Chávez
Leonides Gonzalez
Cigarroa
Amelia Earhart
Tom Field
Stephen C. Foster
Onesimo Hernandez
Sam Houston
John F. Kennedy
Obadiah Knight
Maple Lawn
Eladio Martinez
Esperanza "Hope"
Medrano
Mount Auburn
J.W. Ray
Oran M. Roberts
Julian T. Saldivar
Ignacio Zaragoza

District 9:

Bernadette Nutall

(972) 925-3721

■ High Schools

Evening Academy
Lincoln
James Madison
Irma Lerma Rangel Young
Women's Leadership
Skyline
Booker T. Washington

■ Middle Schools

E.B. Comstock
Billy Earl Dade
John B. Hood
Ann Richards
Harold Wendell Lang Sr.

■ Elementary Schools

W.A. Blair
Rufus C. Burleson
Adelfa Botello Callejo
Frederick Douglass
Paul L. Dunbar
Henry B. Gonzalez
Frank Guzik
John Ireland
Martin Luther King Jr.
Eduardo Mata
Joseph J. Rhoads
Charles Rice
Thelma Elizabeth Page
Richardson
Edna Rowe
San Jacinto
Ascher Silberstein
J.P. Starks
C.A. Tatum Jr.
Urban Park

Student Calendar 2014–2015

School starts/comienzo de clases: Aug. 25

School ends/fin de clases: June 4

Convocation: Aug. 20

■ Student/teacher holidays

Día feriado para estudiantes y maestros

- Oct. 10 (Elementary Fair Day)
- Oct. 17 (Secondary Fair Day)

□ Student holidays/staff development or teacher prep days

Día de capacitación/día feriado para estudiantes

□ STAAR Testing dates

Días de exámenes

□ Parent conferences

Conferencias para padres

- Oct. 13 and Jan. 12 (high schools)
- Oct. 14 and Jan. 13 (middle schools)
- Oct. 16 and Jan. 15 (elementary schools)

○ Inclement weather day

Día para recuperar tiempo perdedo por mal clima

[Six Weeks begins

Las seis semanas comienzan

] Six Weeks ends

Las seis semanas terminan

★ Report cards issued

Distribución de boletas de calificaciones

Report cards issued on June 10 will be mailed.

**School bus routes
are available at
www.dallasisd.org.**

August / Agosto 2014

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September / Septiembre 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October / Octubre 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November / Noviembre 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December / Diciembre 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January / Enero 2015

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February / Febrero 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March / Marzo 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April / Abril 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May / Mayo 2015

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June / Junio 2015

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July / Julio 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

School hours / Horario escolar

7:55 a.m. – 2:55 p.m. (elementary schools)

8:35 a.m. – 3:35 p.m. (middle schools and montessori schools)

9:15 a.m. – 4:15 p.m. (high schools, magnet schools and early colleges)

Instructional days / Días de clase

- 178 student days
- 9 professional development / prep days
- 187 teacher work days

Weather-related school closing /

Suspensión de clases por mal tiempo

In inclement weather, a decision to close schools is determined no later than 6 a.m. on the day in question. The district will not hold school if buses cannot operate safely; if electric service at schools is disrupted; or if natural gas to schools is curtailed. However, once school has opened, classes are held for the entire school day.

En el caso de que haya condiciones extremas de mal tiempo, la decisión de cerrar las escuelas se tomará a más tardar a las 6 a.m. en el día en cuestión. El distrito no tendrá clases si los autobuses escolares no pueden transitar con seguridad, si no hay electricidad en las escuelas, o si se restringe el suministro de gas a las escuelas. Sin embargo, un vez que abran las escuelas, el horario escolar se mantendrá sin cambios.

Inclement weather make-up days / Días para reponer perdida de clases por mal tiempo

April 3 and June 5 are the designated make-up days for days when school is closed due to bad weather. If not needed, April 3 will be used as a student/teacher holiday while June 5 will be a teacher staff development day/student holiday.

El 3 de abril y 5 de junio son las días que se han designado para recuperar días de clases que se hayan perdido al cerrar las escuelas por mal clima. De no ser utilizados, el 3 de abril será día de vacaciones para estudiantes/maestros, y el 5 de junio será día de trabajo para maestros y de vacaciones para estudiantes.

Mayor's Back-to-School Fair / La Mayor's Back-to-School Fair

The city of Dallas Mayor's Back-to-School Fair is Friday, August 1, at Fair Park's Automobile and Centennial Hall facilities. For more information, visit www.mayorsbacktoschoolfair.com.

La Mayor's Back-to-School Fair de la ciudad de dallas se llevará a cabo el jueves 1 de agosto, en los edificios Automobile y Centennial de Fair Park. Para más información, visite www.mayorsbacktoschoolfair.com.

2014–2015 OBSERVANCES

August / Agosto 2014

- 26 Women's Independence Day / Women's Equality Day

September / Septiembre 2014

- Library Card Sign-Up Month
- Hispanic Heritage Month (Sept. 15 – Oct. 15)
- 1 Labor Day
- 1–5 National Payroll Week
- 8 International Literacy Day
- 15–19 Celebrate Freedom Week
- 17 Citizenship Day, Constitution Day
- 17–23 Constitution Week

October / Octubre 2014

- Computer Learning Month
- European-American Heritage Month
- 5–11 Fire Prevention Week
- 13–17 National School Lunch Week
- 14 Principal for a Day
- 23–31 Drug-Free Schools (Red Ribbon Week)
- 24 United Nations Day

November / Noviembre 2014

- American Indian Heritage Month
- National PTA Child Safety and Protection Month
- 11 Veterans Day (Armistice Day)
- 17–21 American Education Week
- 18 National Educational Support Professionals Day
- 20 National Parental Involvement Day

December / Diciembre 2014

- 1–5 National Inclusive Schools Week

January / Enero 2015

- Board of Education Recognition Month
- 19 Martin Luther King Jr. Holiday

February / Febrero 2015

- African-American Heritage Month
- National Career and Technical Education Month
- National Teen Dating Violence Awareness and Prevention Month
- 1 National Freedom Day
- 2–6 National School Counseling Week
- 16 Presidents' Day
- Random Acts of Kindness Day
- 17 National PTA Founders Day

March / Marzo 2015

- Music in Our Schools Month
- National Intellectual and Developmental Awareness Month
- National Middle Level Education Month
- National Nutrition Month
- National Professional Social Work Month
- Texas History Month
- Theatre in Our Schools Month
- Women's History Month
- Youth Art Month
- 2 Texas Independence Day
- NEA's Read Across America Day
- 2–6 National School Breakfast Week
- Texas Public Schools Week

April / Abril 2015

- Alcohol Awareness Month
- Child Abuse Prevention and Awareness Month
- Mathematics Education Month
- Volunteer Recognition Month
- 2 International Children's Book Day
- 6–13 National Volunteer Week
- 12–18 Week of the Young Child
- National Library Week
- National Public Safety Telecommunications Week
- 15 Holocaust Remembrance Day
- 20–26 Public School Volunteer Week
- Administrative Professionals Week
- 21 San Jacinto Day
- 23 Administrative Professionals Day

May / Mayo 2015

- Asian-American Heritage Month
- Better Hearing and Speech Month
- Mental Health Month
- National Physical Fitness and Sports Month
- 3–10 National Music Week
- 4–8 Physical Education and Sports Week
- Teacher Appreciation Week
- 4–10 National Children's Book Week
- 5 Cinco de Mayo
- National Teacher Day
- 6 National School Nurse Day
- 11–15 National Police Week
- 13 National Public School Paraprofessional Day
- 21 Armed Forces Day
- 18–22 National Educational Bosses' Week
- 25 Memorial Day

June/ Junio 2015

- 14 Flag Day
- 19 Juneteenth (Emancipation Day in Texas)

July / Julio 2015

- 4 Independence Day

SCHOOL PHONE NUMBERS 2014-2015



3700 Ross Avenue • Dallas, TX 75204-5491 • (972) 925-3700 • www.dallasisd.org

HIGH SCHOOLS

Adams (972) 502-4900
 Adamson (972) 749-1400
 Alternative Placement
 Center (972) 925-7000
 SCGC (972) 925-7020
 LACEY (972) 925-7060
 Angelou (972) 749-2264
 Carter (214) 932-5700
 Conrad (972) 502-2300
 Evening Acad. (972) 502-3633
 Fridia Alt. (972) 749-1700
 Garza (214) 860-3680
 Gilliam (214) 932-7300
 Hillcrest (972) 502-6800
 Jefferson (972) 502-7300
 Kimball (972) 502-2100
 Lassiter Jr. (214) 860-2356
 Lincoln (972) 925-7600
 Madison (972) 925-2800
 Molina (972) 502-1000
 Multiple Careers. . (972) 925-2200
 North Dallas. (972) 925-1500
 Obama (972) 749-2100
 Patton Jr. (214) 932-5160
 Pinkston (972) 502-2700
 Rangel (972) 749-5200
 Roosevelt (972) 925-6800
 Samuell (972) 892-5100
 Seagoville (972) 892-5900
 Skyline (972) 502-3400
 Smith (214) 932-7600
 South Oak Cliff. . (214) 932-7000
 Spruce (972) 892-5500
 Sunset (972) 502-1500
 Townview (972) 925-5900
 Business (972) 925-5920
 Education (972) 925-5940
 Govt./Law. (972) 925-5960
 Health Prof. (972) 925-5930
 Science/Eng. (972) 925-5960
 TAG (972) 925-5970
 Washington (972) 925-1200
 White (972) 502-6200
 Wilmer-Hutchins. . (972) 925-2900
 Wilson (972) 502-4400

MIDDLE SCHOOLS

Atwell (972) 794-6400
 Balch Springs (972) 892-5800
 Browne (972) 502-2500
 Cary (972) 502-7600
 Comstock (972) 794-1300
 Dade (972) 749-3800
 Dallas Environmental
 Science. (972) 794-3950
 Dealey (972) 794-8400
 Edison (972) 794-4100
 Florence (972) 749-6000
 Franklin (972) 502-7100
 Garcia (972) 502-5500
 Gaston (972) 502-5400

Greiner (972) 925-7100
 Hill (972) 502-5700
 Holmes, O.W. (972) 925-8500
 Holmes Jr., Z.W. . (972) 932-7800
 Hood (972) 749-4100
 Kennedy-Curry. . (972) 925-1600
 LACEY (972) 925-7060
 Lang Sr. (972) 925-2400
 Long (972) 502-4700
 Longfellow (972) 749-5400
 Manns (972) 932-7300
 Marsh (972) 502-6600
 Medrano (972) 925-1300
 Obama (972) 749-2100
 Quintanilla Sr. . (972) 502-3200
 Rangel (972) 749-5200
 Rosemont (972) 749-5000
 Rusk (972) 925-2000
 Seagoville (972) 892-7100
 Spence (972) 925-2300
 Stockard (972) 794-5700
 Stone (972) 794-3400
 Storey (972) 925-8700
 Tasby (972) 502-1900
 Travis (972) 794-7500
 Walker (972) 502-6100
 Zumwalt (972) 749-3600

ELEMENTARY SCHOOLS

Adams, J.Q. (972) 794-1200
 Adams, N. (972) 794-2600
 Alexander (972) 749-3100
 Allen (972) 794-5100
 Anderson (972) 749-6200
 Arcadia Park (972) 502-5300
 Arlington Park . (972) 749-5500
 Bayles (972) 749-8900
 Bethune (972) 502-1300
 Blair (972) 794-1600
 Blanton (972) 794-1700
 Botello (972) 502-4600
 Bowie (972) 925-6600
 Brashear (972) 502-2600
 Bryan (972) 502-8500
 Budd (972) 502-8400
 Burleson (972) 749-4500
 Burnet (972) 794-3000
 Bush (972) 925-1700
 Bushman (972) 749-1800
 Cabell (972) 794-2400
 Caillet (972) 794-3200
 Callejo (972) 892-5700
 Carpenter (972) 794-6000
 Carr (972) 794-4300
 Carver (972) 794-3600
 Casa View (972) 749-7700
 Central (972) 749-6800
 Chávez (972) 925-1000
 Cigarroa, M.D. . (972) 502-2900
 Cochran (972) 794-4600
 Conner (972) 749-8200
 Cowart (972) 794-5500

Cuellar Sr. (972) 749-6400
 Dealey (972) 794-8400
 DeGolyer (972) 794-2800
 De Zavala (972) 892-6400
 Donald (972) 794-5300
 Dorsey (972) 749-6300
 Douglass (972) 794-1400
 Dunbar (972) 794-6600
 Earhart (972) 794-3700
 Elem. DAEP (972) 502-8970
 Ervin (972) 749-3700
 Fannin (972) 794-7800
 Field (972) 794-2700
 Foster (972) 794-8100
 Frank (972) 502-5900
 Frazier (972) 925-1900
 Gill (972) 749-8400
 Gonzalez (972) 502-3300
 Gooch (972) 794-2500
 Guzik (972) 502-3900
 Hall (972) 794-5400
 Hawthorne (972) 749-4700
 Henderson (972) 749-2900
 Hernandez (972) 925-2700
 Hexter (972) 502-5800
 Highland Meadows . (972) 502-5200
 Hogg (972) 502-8600
 Holland at Lisbon . (972) 749-1900
 Hooe (972) 794-6700
 Hotchkiss (972) 749-7000
 Houston (972) 749-5800
 Ireland (972) 749-4900
 Jackson (972) 749-7200
 Johnston (972) 925-7400
 Jones (972) 794-4700
 Jordan (972) 925-8100
 Junkins (972) 502-2400
 Kahn (972) 502-1400
 Kennedy (972) 794-7100
 Kiest (972) 502-5600
 King Jr. (972) 502-8100
 Kleberg (972) 749-6500
 Knight (972) 749-5300
 Kramer (972) 794-8300
 Lagow (972) 749-6600
 Lakewood (972) 749-7300
 Lanier (972) 794-4400
 Lee, R.E. (972) 749-7400
 Lee, U. (972) 749-3900
 Lipscomb (972) 794-7300
 Lowe Sr. (972) 502-1700
 Macon (972) 794-1500
 Maple Lawn (972) 925-2500
 Marcus (972) 794-2900
 Marsalis (972) 749-3500
 Martinez (972) 794-6900
 Mata (972) 749-7500
 McNair (972) 794-6200
 McShan Jr. (972) 502-3800
 Medrano (972) 794-3300
 Milam (972) 749-5600
 Miller (972) 502-8700

Mills (972) 925-7500
 Moreno (972) 502-3100
 Moseley (972) 749-6700
 Mount Auburn. . (972) 749-8500
 Oliver (972) 749-3400
 Peabody (972) 794-5200
 Pease (214) 932-3800
 Peeler (972) 502-8300
 Pershing (972) 794-8600
 Pleasant Grove . (972) 892-5000
 Polk (972) 794-8900
 Preston Hollow. . (972) 794-8500
 Ray (972) 794-7700
 Reagan (972) 502-8200
 Reilly (972) 749-7800
 Reinhardt (972) 749-7900
 Rhoads (972) 749-1000
 Rice (972) 749-1100
 Richardson (972) 892-8100
 Roberts (972) 749-8700
 Rogers (972) 794-8800
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 Rowe (972) 749-8800
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 San Jacinto (972) 749-4200
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 Smith (972) 502-4800
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 Stone at Vickery
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 Tatum Jr. (972) 502-2000
 Terry (972) 749-3200
 Thornton (972) 794-8000
 Titche (972) 794-2100
 Tolbert (972) 794-5900
 Travis (972) 794-7500
 Truett (972) 749-8000
 Turner (972) 794-6300
 Twain (972) 749-3000
 Urban Park (972) 794-1100
 Walnut Hill (972) 502-7800
 Webster (972) 794-6100
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 Wheatley (972) 749-1300
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 Winnetka (972) 749-5100
 Withers (972) 794-5000
 Young (972) 749-2000
 Zaragoza (972) 749-8600

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STUDENT HANDBOOK SECTION I

REQUIRED NOTICES AND INFORMATION FOR PARENTS

This section of the Dallas ISD *Student Handbook* includes information related to the rights and responsibilities of parents as specified in state or federal law and provides parental notices required by law.

PARENT RESPONSIBILITIES

Every parent is a role model to their child for teaching and learning. When parents are involved in their child's education, grades, attendance, and behavior improves. Preparing every child for academic success is the goal for all district personnel. Dallas ISD recognizes parents in this partnership. As a parent in this partnership, you are expected to:

- Support school, district, and classroom rules for student behavior, dress code, and ensure that your children conduct themselves according to district standards
- Provide current home address and home, work, and cell phone numbers to school staff for emergency purposes
- Ensure child's attendance at school as required by law and provide written note to explain absences and tardies
- Provide the appropriate school personnel with any information that will affect your child's ability to learn
- Cooperate with the school nurse to obtain state-required immunizations. Follow procedures for administration of medications at school and take/keep your child at home when ill
- Emphasize the importance of education and set high expectations for your child's academic success
- Make sure your child completes assignments and projects and comes to school each day prepared, rested, and ready to learn
- Create a learning environment at home where your child can read, study, and do homework
- Monitor your child's progress and encourage your child to attend school tutorials as needed
- Discuss school assignments and report cards with your child. Request a conference with the teacher if your child receives a failing grade for the reporting period. If you would like to schedule a conference, call the school office for an appointment during the teacher's conference period.
- Know what your child is taught and tested in every subject, every year
- Stay informed of your child's activities by attending parent conferences and meetings
- Volunteer at your child's school to improve the learning environment and support student success. [For further information, see policy GKG and Volunteering on page 49.]
- Read and discuss with your child the *Student Code of Conduct* handbook before signing and returning to the school

Parent Involvement in Schools Receiving Title I Funds

Each Title I eligible campus will hold an annual meeting for parents in order to:

- Provide timely information concerning the school's participation in Title I, as well as explain the program and requirements, including parents' right to be involved
- Provide information regarding the curriculum, state and local assessments, and academic performance expectations
- Jointly develop an agreed upon campus parent involvement policy, establishing the school's expectations for parental involvement. The policy will be distributed to parents of all children participating in Title I, Part A programs

PARENTAL RIGHTS

Accessing Student Records

A parent is entitled to access all written records of the district concerning the parent's child, including attendance records; test scores; grades; disciplinary records; counseling records; psychological records; applications for admissions; health, immunization, and other medical records; teacher and 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. [See Student Records on page 6.]

Accommodations for 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; and graduation requirements. In addition, absences related to a student visiting with his/her parent related to leave or deployment activities who has been called for active duty, is on leave from, or is returning from a deployment of at least four months, may be excused by the district. More information may be found at www.tea.state.tx.us/index2.aspx?id=7995.

Asbestos Management Plan

The Environmental Protection Agency's Asbestos Hazard Emergency Response Act of 1986 (AHERA) requires the inspection of all buildings in the school district for asbestos. In response, the district works diligently to maintain compliance with all federal and state laws governing asbestos in school buildings. An asbestos management plan documenting inspections and protocols for managing asbestos in place has been developed for each school and district facility and submitted to the Texas Department of State Health Services for approval. An updated management plan for the school is kept on campus, as well as with the district's Environmental, Health and Safety Department, and can be made available for inspection by parents, school personnel, and the public within five working days after a request is received. Additionally, the Dallas ISD annually notifies all parents, teachers, and support staff of this information by posting a notice with each facility as required by AHERA regulations. For additional information, see policy CKA (LEGAL).

Corporal Punishment

District policy prohibits the use of corporal punishment. [See policy FO (LOCAL).]

Directory Information

The law permits the district to designate certain personally identifiable information about students as *directory information*. The district has designated the following categories of information as directory information: student name, address, telephone listing, date and place of birth, major field of study, participation in an officially recognized activity or sport, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended. This "directory information" will be released to anyone who follows the procedures for requesting directory information. However, the parent or an eligible student may prevent the release of a student's directory information. The written objection to the release of directory information shall be sent to the student's principal within 15 school days after the annual notice is giv-

en concerning directory information. A *Student Directory Information* form should have been included in the student enrollment packet. If you did not receive one from your child's school and you wish to withhold directory information, please contact the school principal.

Displaying Student Artwork and Projects

Teachers may display student's work either in a classroom or on and off campus as recognition of student achievement. However, the district will obtain parental consent before displaying a student's artwork, special projects, photographs taken by a student, and the like, either on the district's website; a website affiliated with or sponsored by the district such as a campus or classroom website; and in district publications, which may include printed material, videos, or other methods of mass communication. The district also will seek consent before displaying or publishing an original video or voice recording in this manner.

Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags

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 minute of silence. Students may reflect, pray, meditate, or engage in any silent activity that does not interfere with or distract another student during this time. [See EC (LEGAL).]

Excusing a Student from Reciting a Portion of the Declaration of Independence

You may request that your child be excused from reciting a portion of the Declaration of Independence. State law requires students in social studies classes in grades three through 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).]

Granting Permission to Receive Parenting and Paternity Awareness (p.a.p.a.) Instruction

If your child is under 14 years of age, your permission is required for him or her to participate in the health education instructional unit that includes Parenting and Paternity Awareness (p.a.p.a). Teaching p.a.p.a. in health class and obtaining parent permission for students under 14 years of age conform to the Texas Education Code, Section 28.002. You are

invited to browse the curriculum videos, handouts, and goals on the Texas Attorney General's website at www.texasattorneygeneral.gov. From the home page, click Child Support from the tabs at the top, then click p.a.p.a. from the menu on the left.

Granting Permission to Video or Audio Record a Student

You may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances: 1) when it is to be used for school safety, including the maintenance of order and discipline in common areas of the school or on school buses; 2) when it relates to classroom instruction or a cocurricular or extracurricular activity; 3) when it relates to regular classroom instruction; or 4) when it relates to media coverage of the school.

Obtaining Information and Protecting Student Rights

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 and psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, anti-social, self-incriminating, and demeaning behavior.
- Critical appraisals of other individuals with whom respondents have a close family relationship.
- Legally recognized privileged or analogous relationships, such as those of 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 review the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF (LEGAL).]

Opting Out of Surveys and Activities

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

- Any survey concerning the protected 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 the information, or otherwise distributing the information to others.
- 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 or of other students. [See policy EF.]

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

Pest Management Plan

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 nonchemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment. All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and the Texas Department of Agriculture and are applied only by certified pesticide applicators. Prior to indoor applications, signs will be posted 48 hours in advance of the treatment. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents or staff who have questions or who wish to be notified directly about upcoming pesticide applications at a district campus or building may contact the district's IPM Coordinator at (972) 925-5325 or rdennie@dallasisd.org.

Public Information Requests

The Dallas ISD, as a local governmental entity, is subject to the requirements of the Texas Public Information Act. Information regarding public information requests and the procedures for making a request are posted on the district's website at www.dallasisd.org. From the bottom of the home page, click Public Information Requests or go to www.dallasisd.org/pubinforeq.

Release of Student Information to Military Recruiters and Institutions of Higher Education

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information

without prior written consent (See Directory Information on page 2).

Removing a Student from Class for Tutoring or Test Preparation Purposes

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school always will attempt to provide tutoring and strategies for test taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school also may offer tutorial services, which students whose grades are below 70 will be required to attend.

Refer to policies EC and EHBC and contact your student's teacher with questions about any tutoring programs provided by the school.

Removing a Student from Human Growth, Development, and Sexuality Instruction

The district offers Human Growth, Development, and Sexuality instruction to students in grades four through 12. The school will provide a letter to parents describing the basic content of the district's human sexuality instruction to be provided to the student and of the parent's right to review the material, as well as the right to remove the student from any part of that instruction.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, human immunodeficiency virus (HIV), or acquired immune deficiency syndrome (AIDS) 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 addition to the above requirements, the following points comprise a summary of the district's curriculum regarding human sexuality instruction. The instruction must:

- Prohibit the distribution or dissemination of contraceptive devices in district facilities;
- Be delivered in grades four through 12 in a developmentally and age-appropriate manner and include the most current and scientifically accurate information regarding child and adolescent health issues; contraception, and accurate information on failure rates; and risk reduction of sexually transmitted diseases, including HIV; and
- Include communication, goal-setting, decision-making, assertiveness, and refusal skills necessary to support a student's ability to avoid, postpone, and abstain from risk-taking behaviors prior to, and into, adulthood.

The board shall select any instruction relating to human sexuality, sexually transmitted diseases, HIV, or AIDS—with the advice of the local School Health Advisory Council (SHAC). The SHAC assists the district in ensuring that local community values are reflected in the district's health education instruction.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this instruction with no academic, disciplinary, or other penalties. You also may choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. For more information, consult policies EHAA (LEGAL) and (LOCAL).

Removing a Student Temporarily from the Classroom

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. Further, your child must satisfy grade-level and graduation requirements as determined by the district and by state law [see policy EMB (LEGAL)].

Requesting Classroom Assignment for Multiple Birth Siblings

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 or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See FDB (LEGAL).]

Requesting Limited or No Contact with a Student through Electronic Media

Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forms (chat rooms), video-sharing websites, editorial comments posted on the Internet, and social network sites. Electronic media also includes all forms of telecommunication, such as landlines, cell phones, and Web-based applications.

In accordance with administrative regulations, a certified or licensed employee, or any other employee designated in writing by the superintendent of schools or a campus principal, may use electronic media to communicate with currently enrolled students about matters within the scope of the employee's professional responsibilities. All other employees are prohibited from using electronic media to communicate directly with students who are currently enrolled in the district. If you prefer that your child not receive any one-to-one electronic communications from a district employee, please submit a written request to the campus principal stating this preference.

Requesting Notices of Certain Student Misconduct

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*.]

Requesting Professional Qualifications of Teachers and Staff

You may request information about your child's teachers' state qualifications, license status, degree major(s), and certification of undergraduate and graduate degrees, including fields of study. You also have the right to request information about the qualifications of any paraprofessional who provides services to your child. This information may be obtained by making a public information request. Directions for making a request are located on the district's website at www.dallasisd.org. From the bottom of the home page, click Public Information Requests.

Reviewing Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, library books, and other teaching aids and instructional materials used in the curriculum and to examine tests that have been administered to your child. Specific curriculum information is available on the district's website or printed information may be obtained from the school.

For additional information, see Removing a Student from Human Sexuality Instruction and Removing a Student Temporarily from the Classroom on page 4.

School Health Advisory Council

The School Health Advisory Council (SHAC) serves in an advisory capacity to ensure that local community values are reflected in health-related curriculum and programs for the district. They do not have any legal responsibilities within the school system, and SHAC members must be approved by the Board of Trustees and comply with written bylaws of the organization. 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, nutrition services, recess recommendations, and employee wellness. [See also policies BDF and EHAA.]

Additional information regarding the district's SHAC is available from the Health and Physical Education Department at (972) 925-6790.

School Safety Transfers

As a parent, you have a right:

- To request the transfer of your child to another classroom or campus if your child has been determined by the superintendent, or designee, and the school principal 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 policy FDB (LEGAL).]
- To 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, as determined by state law, while at school or on school grounds. [See policy FDE (LEGAL).]
- To consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation

is not provided for a transfer to another campus.

- To request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault.

For more information, see policies FDD (LOCAL) and FDE (LEGAL) and (LOCAL).

Transfers may be requested through the campus principal.

Student Records

Both federal 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 eligible student, requesting the information. For purposes of student records, an *eligible* student is one who is 18 or older or who is attending an institution of postsecondary education.

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. As a general rule, prior written consent must be obtained from the parent or eligible student to release student education records. Exceptions to this general rule include allowing access to:

- The 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. As soon as a student becomes 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 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.
- District officials who have a *legitimate educational interest* in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical

consultant, therapist, 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. A legitimate educational interest exists when the school official is 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; or investigating or evaluating programs.

- Authorized governmental agencies.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

The full list of exceptions may be found at policy FL (LEGAL).

The parent's or eligible student's right of access to student records under the Family Educational Rights and Privacy Act (FERPA) does not extend to all records. The term *education records* does not include:

- 1 Records created or received by the district after the individual is no longer a student in attendance and are not directly related to the individual's attendance as a student.
- 2 Records made by district personnel that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to anyone other than a temporary substitute for the maker of the record.
- 3 Records maintained by a law enforcement unit of the district that were created by that law enforcement unit for the purpose of law enforcement.

Access to records not covered by FERPA is governed by the Texas Public Information Act.

A parent or eligible student may inspect the student's records and request a correction if the parent or eligible student believes the records are 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 principal. 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. Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG (LOCAL).

The principal is the custodian of records for currently enrolled students at the assigned school. Records of elementary students who have withdrawn during the current school year remain at the school. Records of elementary students who have withdrawn the previous year are maintained by Student Record Services, located at the Dallas ISD administration building, 3700 Ross Ave. Records of all secondary students remain at the school last attended for five years after the year of their graduating class and are then transferred to Student Record Services.

The district's policy regarding student records, found at policy FL, is available from the principal's office or on the district's website at www.dallasisd.org.

Please note: Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with the federal laws regarding student records. A complaint may be mailed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5901

Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized language support if his or her primary language is not English, and the student is identified as limited-English proficient. If the student meets eligibility criteria, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including language accommodations related to classroom instruction and local assessments.

PARENTS OF STUDENTS WITH DISABILITIES

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 any transportation prior to requesting a transfer for any other children in the home. [See policy FDB (LEGAL).]

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the child's counselor to learn

about the district's overall general education system of support services. This system links students to a variety of support options. Students having difficulty accessing the general education curriculum should be considered for 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 the district to meet the needs of struggling students. At any time, a parent is entitled to request an initial evaluation to determine if their child qualifies as a child with a disability under the Individuals with Disabilities Education Act (IDEA). Within a reasonable amount of time, the district must decide if it will perform the evaluation. The parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within the timeline prescribed by law once the district receives the written consent. The district must give a copy of the report to the parent.

If the district refuses the request to evaluate, the district must provide the parent with a written notice that explains why the child will not be evaluated. This written notice includes a statement that informs the parents of their rights if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document entitled *A Guide to the Admission, Review, and Dismissal Process*. The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families: Texas Project First at www.texasprojectfirst.org and Partners Resource Network at www.partnerstx.org. Parents also may contact the Dallas ISD Special Education Department at (972) 581-4100.

Request for the Use of a Service/ Assistance Animal

Granting the use of a service/assistance animal shall be determined in accordance with policy FBA (LEGAL).

Students with Physical or Mental Impairments Protected under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under

Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Daphne LaMontagne, the §504 coordinator, at (972) 581-4238. [Also see policy FB.]

§504 of the Rehabilitation Act of 1973

Students with disabilities who are not eligible for special education services may qualify for §504 accommodations. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination and assures that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

Student Eligibility:

1. Currently has a physical or mental impairment that substantially limits one or more major life activities
2. Has a record of such an impairment
3. Is regarded as having such an impairment

When a parent or district personnel believe that a student has a physical or mental impairment that substantially limits a major life activity and may be in need of accommodations, a §504 referral may be initiated. Parents must be given *Section 504 Notice and Consent for Initial Evaluation* and *Section 504 Notice of Parent Rights*. The district then conducts an evaluation and determines eligibility and any need for accommodations. A §504 evaluation consists of documentation of the condition and a review of relevant educational records needed to determine whether the condition creates a significant impairment in the school/academic setting. For additional information, contact your child's counselor or call Daphne LaMontagne, §504 coordinator, at (972) 581-4238.

STUDENT HANDBOOK SECTION II

INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. It is organized in alphabetical order to serve as a quick reference when there are questions about a specific school-related issue. Should you be unable to find information on a particular topic, please contact the school principal or your child's counselor.

ABSENCES/ATTENDANCE

Regular attendance is essential for a student to make the most of his or her education. 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 areas of state law—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, and the other with how a child's attendance affects the award of course credit—are of special interest to students and parents.

Compulsory Attendance

State law requires that a student between the ages of six and 18 attends school for the entire period the program is offered, 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. A student enrolled in prekindergarten or kindergarten is required to attend school and is subject to the compulsory attendance requirements as long as he/she remains enrolled. A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year. If a student 18 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment for the remainder of the school year. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. State law requires a student to attend each school day for the entire period the program of instruction is provided.

Attendance officers will file a complaint against the parent and/or student in court if the compulsory attendance law is violated. Exemptions from the law may be found in policy FEA (LEGAL).

State law also 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/or applicable subject area. A student absent without permission from school; from any class; or from required special programs, such as additional special or accelerated instruction assigned by a grade placement committee, will be considered in violation of the compulsory attendance law and subject to legal action. A complaint against the parent and/or student:

- May be filed in court if the student is absent without excuse on three or more days or parts of days within a four-week period
- Shall be filed in court if the student is absent without excuse from school on 10 or more days or parts of days within a six-month period in the same school year.

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for the following absences:

- Religious holy days, including up to a total of two days for travel to/from the site of observation
- Required court appearances
- Activities related to obtaining citizenship and taking part in a U.S. Naturalization Oath Ceremony
- Students in grades six through 12 for sounding *Taps* at a military honors funeral
- College visits of no more than two days during each of the student's junior and senior years
- Service as an election clerk
- Documented health-care appointments for a student or child of a student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus.
- For students in the conservatorship (custody) of the state
- Mental health or therapy appointments

- Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA (LOCAL), 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 of trustees has authorized this in policy FEA (LOCAL), the student notifies his or her teachers and receives approval from the principal prior to the absences.

As listed in Section I of *Accommodations for Children of Military Families*, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Failure to Comply with Compulsory School Attendance Notice

This serves as the district's notice to parents that if the student is absent without an excuse for 10 or more days or parts of days in a six-month period, or three or more days or parts of a day in a four-week period, the student and the student's parents are subject to prosecution.

The fact that a parent did not receive the notice described above is not a defense to prosecution for the parent's failure to require a child to attend school, nor for the student's failure to attend school. [See policy FEA (LEGAL).]

Attendance for Credit

To receive credit or a final grade in a class, a student in kindergarten through grade 12 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 and earns a passing grade, may receive credit or a final grade for the class if the student completes a plan approved by the principal that provides for the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case is also required before the student receives credit or a final grade for the class. [See policy FEC.]

If a student attends less than 75 percent of the days a class is offered or has not completed a plan approved by the principal, then the student will be referred to the attendance review committee to de-

termine 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.]

If the student fails to successfully complete the principal's plan or when a student's attendance drops below 75 percent of the days the class is offered and earns a passing grade, the student, parent, or representative, may request award of credit by submitting a written petition to the attendance committee. The petition may be filed immediately but no later than 30 days after the last day of the first semester or the last day of the school year of the second semester for secondary schools and the last day of the school year for elementary schools for which credit is lost for lack of attendance.

The student or parent may appeal the attendance committee's decision to the Board of Trustees by filing a written request in accordance with policy FNG (LOCAL).

The actual number of days a student must be in attendance in order to receive class credit will depend on the number of instructional days and whether the class is for a full semester (secondary) or for a full year (most elementary and middle school classes).

Official Attendance-Taking Time

The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Excused Absences

Excused absences are not counted when determining the number of absences that trigger a referral or complaint for failure to comply with the compulsory attendance requirement. Excused absences are counted in determining whether a student is in compliance with the attendance requirements for class credit.

Documentation after an Absence

To excuse legitimate student absences, including days or parts of a day resulting from a nurse sending the student home, a written excuse describing the reason for the absence and signed by the student's parent must be given to the proper school authorities no later than three school days after the student returns to school. [See FEC (LOCAL).] The note shall be signed by the student's parent or, if the student is 18 or older or is an emancipated minor, by the student. [See FEB (LOCAL).]

The principal or appropriate designee may investigate any absence to verify extenuating circumstances. Special Education Matters students

may be excused for special education assessment procedures and for special education-related services.

Doctor's Note after an Absence for Illness

When a student's absence for personal illness exceeds five consecutive days or a total of 10 days in a six-week grading period, the student may be required to present a statement from a physician or health clinic verifying the illness or other condition requiring the student's absence from school. If the student has established a questionable pattern of attendance, a physician's or clinic's statement may be required after a single day's absence. [See FEC (LOCAL).]

Driver's License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver's 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.

Military Dependents

A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the superintendent to visit with the student's parent or legal guardian relative to such leave or deployment of the parent or guardian.

Temporary Absence

A student may be excused for temporary absence resulting from any cause acceptable to the teacher, principal, or superintendent of the school in which the child is enrolled. To excuse legitimate student absences, the principal requires a written excuse signed by the student's parent. (See Documentation after an Absence on page 10.)

Unexcused Absences

Absences not eligible to be excused and absences for which a written excuse is not received within three school days shall be counted as unexcused absences. Students who are absent from school for the following reasons are not given an excused absence:

- Aptitude and achievement testing by outside agencies
- Truancy
- Non-school instruction
- Vacations

- Non-school club, youth, or other organization's activities.

ACADEMIC PROGRAMS

The district offers a variety of academic programs, including those from the core, enrichment, and career/technical curricula, as well as a number of special programs. The school counselor provides students and parents information regarding the academic programs to prepare for higher education and career choices. [See policy EIF.]

BULLYING

Bullying is addressed in depth in the *Student Code of Conduct*. For disciplinary actions, the child will be subject to the provisions provided in the *Student Code of Conduct*.

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. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred. Any retaliation against a student who reports an incident of bullying is prohibited. [Also see the *Student Code of Conduct*; School Safety Transfers on page 5; Hazing on page 35; Dating Violence on page 18; Discrimination, Harassment, and Retaliation on page 18; and policy FFI (LOCAL).]

CAREER AND TECHNICAL EDUCATION PROGRAMS

Each public school student shall master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and for having the option of gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level. The district offers career and technical education (CTE) programs that support student career pathways to ensure that students have the opportunity to identify the relationship between the skills taught in the classroom and the skills required for the workforce.

Career Pathways

Career pathways are a way for students to plan their four-year high school program by selecting electives that allow them to explore careers that interest them. Career pathways are grouped because people in those careers may share the same interests, talents, and abilities. Within a cluster there are careers and jobs that require different levels of educational preparation.

Career pathways are for all students. A career pathway choice does not have to be permanent. Schools arrange the students' four-year high school course of study in a career path (or cluster). All high

schools have a selection of career pathways with a coherent sequence of planned electives and students are encouraged to select electives that match their career objectives.

Admission to these programs is based on student interest and program availability. Students interested in programs not offered on their high school

campus may apply for programs on other campuses. Information and application procedures can be obtained from the campus counselor.

The Dallas ISD takes steps to ensure that lack of English-language skills will not be a barrier to admission and participation in all educational and career/technical preparation programs.

The following career clusters are the framework of Achieve Texas for Dallas students:

Agriculture, Food, and Natural Sciences	Hospitality and Tourism
Architecture and Construction	Human Services
Arts, Audiovisual, Technology, and Communications	Information Technology
Business, Management, and Administration	Law, Public Safety, Corrections, and Security
Education and Training	Manufacturing
Finance	Marketing
Government and Public Administration	STEM (Science, Technology, Engineering, Mathematics)
Health Science	Transportation, Logistics, and Distribution

With the passage of House Bill (HB) 5, new graduation requirements will take effect for this year's eighth-graders as they begin high school in 2014-2015. Every student must declare a high school endorsement.

A student may earn an endorsement on the student's diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement may be earned in any of the following categories: Science, Technology, Engineering and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. A minimum of four credits of coherently sequenced electives, including required advanced course(s), need to be completed in order to receive an endorsement.

CELEBRATIONS

All food made, sold, or given to students during the school day must comply with the nutrition standards for food and beverages as well as time and place rules. The school day is from midnight to 30 minutes after the end of the regular school day [see FFA (REGULATION)]. Although a parent or grandparent is not prohibited from providing food for their own children, all food shared with other children must follow the Wellness Policy, FFA (REGULATION), including food for a school-designated function or for birthday parties. Please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. 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. Also see Food Allergies on page 36.

CHILD ABUSE AND DOMESTIC VIOLENCE PREVENTION

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed through reviewing board policies FFG (LEGAL), (LOCAL), (REGULATION), and (FORMS/EXHIBITS) found at <http://pol.tasb.org/Home/index/361>.

Information also may be found on the district's website at www.dallasisd.org and selecting Departments from the tabs at the top and then se-

lecting Child Abuse Office from the menu. A brochure in both English and Spanish can be downloaded from the site.

The safety and well-being of all students is paramount to a successful educational experience. When an employee has cause to believe that a student has been or may be abused or neglected, the employee is required to make an oral report immediately to the district's Child Abuse and Domestic Violence Prevention Office and to Child Protective Services or the Dallas Police Department.

If an allegation is made against an employee of the district, it must be reported to the district's Child Abuse and Domestic Violence Prevention Office, to Child Protective Services, and to the Dallas ISD Police Department. The Child Abuse and Domestic Violence Prevention Office can assist in directing the caller to the proper authorities.

If a parent has cause to believe that a child has been or may be abused or neglected at school, the parent shall immediately notify the principal at the school and make an oral report to Child Protective Services at (800) 252-5400 or the Dallas ISD Police Department. A parent also may call the district's Child Abuse and Domestic Violence Prevention Office at (972) 502-4180 for assistance.

All district staff are trained annually in child abuse awareness and reporting procedures. Programs also are available for students and parents to increase awareness of child abuse. For additional information, contact the Child Abuse Office at (972) 502-4180.

CLASS RANK / TOP 10 PERCENT / HIGHEST RANKING STUDENT

Rank in class is based on a weighted grading system. Eligible courses for the computation of rank include all courses taken for state credit in grades nine through 12. Courses taken for state credit in summer or evening school as well as approved correspondence and college courses taken for high school credit will count toward class rank.

College courses taken only for the purpose of completing an advanced measure for the Advanced/Distinguished Achievement Program, rather than for dual credit, shall not count toward rank in class.

Credit earned through credit-by-exam, with or without prior instruction, does not count toward rank in class.

Rank points are awarded based on semester grades. For each student, rank points for each semester course are sorted in descending order. Rank in class is computed by totaling the weighted rank points of eligible courses representing the highest 24 credits taken and earned in grades nine through 12. See policy EIC (LOCAL) for details.

Course weights are assigned to TEA-approved courses as follows:

Advanced Placement (AP) and International Baccalaureate (IB)	9
PreAP, PreIB, and Dual Credit*	8
Regular Education/ESOL	7
Remedial Education/Special Education	6
Local credit courses	0
Below 70 in any course	0
*Only applies to transferable courses as indicated on the dual-credit matrices.	

Beginning with students entering high school in the 2014-2015 school year, weights shall be assigned to TEA-approved courses as follows:

Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit*	9
PreAP and PreIB	8
Regular Education/ESOL	7
Remedial Education/Special Education	6
Local credit courses	0
Below 70 in any course	0
*Only applies to transferable courses as indicated on the dual-credit matrices.	

To obtain rank points, the semester grade in each course is multiplied by the course weight. For example, a student earns a grade of 92 in an English I class for the fall semester. Since English is a regular education course, the student earns 644 points ($92 \times 7 = 644$) for the semester class. Rank is calculated at the end of each semester beginning with the first semester of the junior year. The first calculation is based on the highest 15 credits. At the end of the junior year, rank is calculated based on the highest 18 credits. First semester senior rank is calculated on the highest 21 credits and the final rank is calculated on the highest 24 credits.

Students entering grade nine in the 2014-2015 school year will be under a different graduation program than previous school years. Therefore, class-ranking procedures may be adjusted by the district based on the new graduation plan. As these decisions are made, the district will make the information available to the students affected by these changes.

Top 10 Percent: College and University Admissions

For two school years following graduation, a district student who graduates in the top 10 percent of his or her class, or the top 7 percent for admission to The University of Texas at Austin, is eligible for automatic

admission into four-year public universities and colleges in Texas if the student:

- Completes the Recommended or Advanced/Distinguished Achievement Program*
- Satisfies the ACT College Readiness Benchmarks by scoring 22 out of 36 or earns at least a 1500 out of 2400 on the SAT

*Beginning with ninth graders in the 2014–2015 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the university's enrollment capacity for incoming freshmen.

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

Students and parents should contact the counselor for further information about automatic admissions, the application process, and deadlines. [See EIC (LEGAL).]

Valedictorian and Salutatorian (Highest Ranking Students)

Students must be enrolled in their graduating school the last four semesters prior to graduation, exclusive of summer and evening school, in order to be considered for valedictorian or salutatorian. Valedictorian and salutatorian shall be those eligible students completing the Recommended High School Program or Distinguished Achievement Program with the highest and second-highest class rank in each high school. Every grade a student receives in their final four semesters must be awarded from the graduating school in order to be eligible for valedictorian or salutatorian. Students entering after the third week of the first six weeks of the initial semester will not be eligible for consideration. [See EIC (LOCAL).]

CLASS SCHEDULES

Many hours go into the planning of student and school schedules. Course offerings and teacher assignments are based on the choices students make during spring scheduling each year. Nevertheless, some schedule adjustments are necessary due to courses having been taken in summer school, omission of a required course, course conflicts, or other circumstances that warrant a

schedule change. The school will make every effort to place each student in the classes indicated on the student's choice sheet. Student requests for changes other than meeting graduation requirements or correcting an error will not be approved, and no schedule change will be made after the first 10 days of each semester, except at the direction of the principal.

In accordance with State Board curriculum requirements, students in grades nine through 12 shall be scheduled for a full day of classes, including a minimum of 2½ graduation units or five credit-earning courses per semester, plus PE or equivalent, and Heath.

With parent approval and signature, seniors who have passed all sections of the exit exam and will complete graduation requirements with less than five credit-earning courses per semester may modify their course schedule, but to no less than ½ day of instruction daily, under the following conditions:

1. The student is enrolled in postsecondary courses being taken on a college/technical school campus (courses may or may not be for dual credit)
2. The student is employed for more than 20 hours per week
3. The student has parenting responsibilities
4. Other circumstances as approved by the principal
5. The student arrives late or leaves early and does not remain on campus when other students are in classes. Courses are to be scheduled consecutively, without allowing students to leave and return to the campus on the same day. [See EED (LOCAL).]

COLLEGE AND UNIVERSITY ADMISSION

Colleges and universities independently determine their admission criteria, and it is the responsibility of a student to explore and understand what is required. The Dallas ISD suggests that students apply to at least one college during their senior year and complete scholarship and financial aid (FAFSA/TASFA) applications.

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.

Beginning with ninth graders in the 2014–2015 school year, to be eligible for automatic admission to a Texas four-year college or university, a student

must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

Colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college-level grade point average and performance on standardized tests.

To qualify for automatic admission, an applicant must:

1. Submit an application before the deadline established by the college or university to which the student seeks admission
2. Provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP)

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

COLLEGE CREDIT COURSES

Students in the Dallas ISD are offered several opportunities to earn college credit for courses taken while still in high school. Opportunities include:

1. The College Board Advanced Placement Program – Students may enroll in a variety of Advanced Placement (AP) courses in grades nine through 12. Each spring, students are encouraged to take the AP examination for the course(s) taken during the year. Colleges and universities award credit based on the score earned on each exam. Scores required for credit vary from college to college.
2. Dual-Credit Programs – A variety of dual-credit college courses are available to eligible high school students through the Dallas County Community College District (DCCCD). High schools, and College and Career Readiness dual-credit coordinators work collaboratively to determine which courses will be offered on the high school campus. Not all courses are available on all campuses. Some high school courses require the completion of two (or more) college courses in order for high school credit to be awarded.

3. Tech Prep Programs – A partnership between the Dallas ISD and DCCCD that provides qualified junior and senior students the opportunity to earn high school credit NOW and college credit LATER. A high school graduate who earned grades of 'B' or better in an approved high school course sequence and enrolls at a DCCCD campus within 15 months of high school graduation may receive college credit for the high school courses.
4. Other Programs – Students may receive college credit through the district's International Baccalaureate program or through programs offered at colleges or universities accredited by one of the regional higher education accrediting associations, such as Southern Association of Colleges and Schools or Middle States Association of Colleges and Schools. For students to be eligible to enroll and be awarded credit toward state graduation requirements, a student shall have the approval of the high school principal or other school official designated by the district. The course(s) for which credit is awarded must provide academic instruction beyond or in greater depth than the essential knowledge and skills for the equivalent high school course.

For additional information, contact your child's counselor or call the office of College and Career Readiness at (972) 925-5520.

COMPLAINTS AND CONCERNS

Usually student or parent concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy, FNG (LOCAL), in the district's policy manual. A copy of this policy may be obtained from the principal's office or on the district's website at www.dallasisd.org/resolutionprocess.

In general, the student or parent should submit a written complaint and request a conference with the school principal. If the concern is not resolved, a request for a conference should be sent to the principal's supervisor. Until resolved, the district provides for the complaint to be forwarded through the administration and finally presented to the Board of Trustees. Two departments can provide general support to the process when there are questions about procedures—Constituent Services at (972) 925-5555 and the Division Office at (972) 925-4600.

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a *Student Code of Conduct* that prohibits certain be-

haviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. A copy of the *Student Code of Conduct* is printed within this manual.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by 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, entering a classroom without authorization, and disrupting the class or activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

[See policy FNCI (LEGAL) and GKA (LEGAL).]

Social Events

The rules of good conduct and grooming will be observed at school social events held outside the regular school day. Guests are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of the guest.

CORRESPONDENCE COURSES

The district permits high school students to take correspondence courses—by mail or via the Internet—for credit toward high school graduation. All high school students are eligible to take corre-

spondence courses and earn credit toward graduation. Prior to enrollment in correspondence courses, students must make a written request to the principal or designee for approval to enroll in the course. Students will not be awarded credit toward graduation if approval was not granted prior to enrollment.

COUNSELING

The school counselor is available to assist students and their families with a wide range of academic and personal concerns, including areas such as academic, career, and college planning; academic success; social, family, or emotional issues; or substance abuse. The school counselor coordinates planning, implementing, and evaluating a comprehensive developmental guidance program to serve the needs of all students as well as address special needs of students. The program consists of the following:

- Presenting classroom guidance lessons to help students develop their full educational potential
- Counseling and referral services for any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
- Guiding students as they plan, monitor, and manage their own academic, career, personal, and social development
- Supporting the efforts of teachers, staff, parents, and other members of the community in promoting students' educational, career, personal, and social development

Each counselor at an elementary or middle school shall advise students and their parents or guardians regarding the importance of higher education, coursework designed to prepare students for higher education, and financial aid availability and requirements.

During the first school year a student is enrolled in high school and again during a student's senior year, a counselor shall provide information about higher education to the student and the student's parent or guardian. The information must include the importance of higher education, financial aid eligibility and application processes, automatic admission, and the availability of programs under which a student may earn college credit.

At the beginning of grades 10 and 11, a counselor shall explain the requirements of automatic admission to higher education institutions to each student who has a grade point average in the top 25 percent

The school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these

relate to state colleges and universities. The school counselor also can provide information about work-force opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

The counseling relationship is a professional relationship and counselors have a professional code of ethics. There are times when it is necessary for counselors to confer with other school professionals regarding a particular student's problem to best serve that student. To the extent possible under legal and ethical guidelines, the counselor protects the privacy rights of students and their families. Counselors are required by state law and their professional code of ethics to report any form of child abuse or endangerment whether to self or others.

All materials used in the counseling program are available during school hours for parents to review. If parents/guardians have any questions regarding counseling services or programs in the school, they may call their child's counselor or the school principal. [For more information, refer to policies EJ and FFEA.]

COURSE CREDIT

A student in grades nine through 12 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 re-take the semester(s) failed.

CREDIT BY EXAM

If a Student Has Taken the Course

Credit by Examination (CBE) is a means by which a Dallas ISD student in grades seven through 12 who has received prior instruction in a course but not attained a passing grade may take a test to demonstrate mastery of the course. Parent approval is required. On recommendation of the principal, his/her designee, or the attendance review committee, a student who has excessive absences may be permitted to earn or regain a passing semester score through CBE if a score of 70 or above is attained. In grades nine through 12, CBE scores do not count toward rank or GPA. With administrative approval, CBE may be used to obtain course credit for special circumstances. The following students may apply for CBE through the school counselor when:

- The student is enrolling from a nonaccredited school (see policy FD)
- The student has failed a subject or course
- The student has earned a passing grade in a subject or course but has failed to earn credit because of excessive absences (see policy FEC)

- The student has completed all or nearly all of the instruction required for a course, but has not received a semester grade due to special circumstances.

Prior to offering a student an opportunity to demonstrate mastery or earn credit by this method, an appropriate district employee shall review the student's educational records to determine whether the student has had prior instruction in the subject or course.

CBE scheduling and test administration is coordinated by school personnel with principal approval throughout the school year. The district's State and National Assessments Department will coordinate CBE administration during the summer only for students who attended schools that were unable to schedule the assessments during the school year. Required application(s) and enrollment form(s) must be submitted to State and National Assessments for summer test administration by May 8, 2014. Testing will be scheduled within the month of June 2014.

Credit by examination cannot be used to gain eligibility for participation in extracurricular activities.

If a Student Has Not Taken the Course

Credit by examinations for acceleration (CEFA) are means by which high-achieving students may *test out* of a grade level or particular courses. Students may be accelerated in any academic course for which tests are available through Texas Tech University and Distance Education. CEFA test administration will be coordinated by the district's State and National Assessments Department, and examinations will be given to students at no cost. A student in grade six or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 60 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Counselors should submit required application(s) and enrollment form(s) to the district's State and National Assessments Department. Check with your school counselor for more information. Test study guides are available on Texas Tech University's website at

www.depts.ttu.edu/ode/cbereview/HSCBE.php. [See policy EHDC.]

Promotion/reclassification for secondary students will be based on the standards in effect for the student's grade level. Scores are not counted toward a high school student's grade point average (GPA) or rank in class (RC).

Examinations for acceleration are offered for students having no prior instruction; therefore, the district is not obligated to furnish textbooks, study guides, tutoring, or other instructional aides to students registering for the examination.

The dates on which exams are scheduled during the 2014–2015 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district. In this case, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

CBE APPLICATION DEADLINES

September 30, 2014 (Grades K-12)

January 30, 2015 (Grades K-12)

May 8, 2015 (Grades K-12)

2014-2015 TEST WINDOW DATES

October 27 – November 21, 2014 (Grades K-12)

February 23 – March 20, 2015 (Grades K-12)

June 15 - June 26, 2015 (Grades K-12)

July 20 - July 31, 2015 (Grades K-12)

Specific examination dates will be scheduled within the testing windows and are subject to change.

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. This is considered harassment if it 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. Any student who believes that he or she has experienced dating violence should immediately report the problem to a teacher, counselor, principal, or other district employee. (See additional information in the following section regarding retaliation, reporting procedures, and investigation of reports.)

The Child Abuse and Domestic Violence Prevention Office provides training to enhance awareness of dating violence for secondary education students, district staff, and parents. For more information, contact the Child Abuse and Domestic Violence Prevention Office at (972) 502-4182.

DISCRIMINATION AND HARASSMENT; RACIAL, ETHNIC, RELIGIOUS, GENDER, GENDER IDENTITY, GENDER EXPRESSION, SEXUAL ORIENTATION, DISABILITY, AND NATIONAL ORIGIN; AND RETALIATION

Discrimination

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

Harassment: Including Racial, Ethnic, Religious, Disability, Gender, Gender Identity, Gender Expression, and Sexual Orientation

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 district expressly prohibits racial, ethnic, religious, disability, gender, gender identity, gender expression, or sexual orientation harassment of its students, employees, and those who seek to join the campus community in any capacity or those who interface with the district, i.e., citizens, parents, vendors.

Examples of harassment include, but are not limited to, threatening or intimidating conduct; verbal, written, electronic, or physical conduct; and any other demonstrative actions based on race, color, ethnic origin, nationality, religious preference, disability, gender, gender identity, gender expression, or sexual orientation that has the purpose or effect of creating a hostile, intimidating, or offensive learning environment and substantially interfering with the learning environment.

Sexual Harassment

All students are prohibited from engaging in offensive verbal, written, electronic, or physical conduct of a sexual nature directed toward another student. This prohibition applies whether the conduct is by word, gesture, or other intimidating sexual conduct, including requests for sexual favors that the other student regards as offensive or provocative.

Examples of prohibited sexual harassment may include, but is not 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 that is not reasonably construed as sexual in nature. However, romantic or inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with the teacher, the principal, or designee. Students, parents, and/or a student's representative may contact the principal, counselor, Child Abuse and Domestic Violence Prevention Office, or designee regarding available counseling as a result of harassment.

Retaliation

Retaliation against a person who makes a good faith report of dating violence, discrimination, or harassment is prohibited. Retaliation against a person who is participating in an investigation of alleged dating violence, discrimination, or harassment also is 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.

Reporting Procedures

Any student who believes that he or she has experienced harassment or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. All allegations of harassment involving a student shall be reported to a teacher or principal. The discipline guidelines are located in the *Student Code of Conduct*. No procedure in district policy shall have the effect of requiring the student alleging harassment to bring the matter to the person who is the subject of the complaint. Should the complaint be against a district administrator, the complaint should be filed with the next level of authority.

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

The district will promptly notify the 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 FFH.

Investigation of Report

District officials shall promptly investigate all allegations of dating violence; racial, ethnic, religious, disability, gender, gender identity, gender expression, sexual orientation, or sexual harassment; discrimination; and retaliation. Action as deemed appropriate pursuant to district policy will be taken.

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

Filing allegations without substantive cause is strictly prohibited and may result in disciplinary action. Any person who files a false claim may be subject to any and all available state and district penalties. A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG (LOCAL).

DISTANCE LEARNING

Distance learning courses are online courses in which a student and teacher are in different locations for a majority of the student's instructional time. Online learning is offered for students when specialized learning needs can be met most effectively through such learning. Online learning opportunities may include, but are not limited to, correspondence courses, and online courses that support traditional face-to-face courses and are a means of earning credit in a subject or course.

The district has established procedures and policies governing the use of online courses. These procedures and policies are found in the *Dallas ISD Virtual School Handbook*, located on the district's website at www.dallasisd.org/Page/12514.

Dallas ISD's Virtual School serves two essential functions: 1) provides high-quality online instructional courses to students and 2) assists in the coordination, implementation, and oversight of online programs throughout the district. All online courses offer students the same rigorous requirements as traditional campus-based courses. All course content is aligned to state and national standards thus fully addressing the Texas Essential Knowledge and Skills (TEKS).

A virtual course is defined as:

- A course in which instruction and content are delivered primarily over the Internet

- A student and teacher are in different locations for a majority of the student's instructional period
- Most instructional activities take place in an online environment

Online courses offer flexibility, responsibility, and compatibility for students who wish to enrich or supplement their educational program.

All district approved online courses are designated as Dallas ISD Virtual School courses and must comply with the policies, protocols, and procedures in policy and in the *Dallas ISD Virtual School Handbook*. Approved online provider courses include vendor-based courses and Texas Virtual School Network (TxVSN) courses.

These courses are aligned with state standards. In addition, all the courses have been evaluated and approved by Dallas ISD's Teaching and Learning Department.

Students have the option, with certain limitations, to enroll in an online course to earn course credit for graduation. All University Interscholastic League (UIL) and National Collegiate Athletic Association (NCAA) guidelines apply. This means that No Pass, No Play does apply to all online courses. Furthermore, only those online courses that meet all the state-required essential knowledge and skills for the courses shall earn graduation credit.

Information regarding TxVSN in the Dallas ISD can be found in board policies EHDD (LOCAL) and EHDE (LOCAL) as well as in the *Dallas ISD Virtual School Handbook*, which can be found online at www.dallasisd.org/Page/12514. Information about the Texas Virtual School Network can be found at www.txvsn.org/portal.

Recent state rules now require school district's to provide a copy of policy EHDE (LOCAL) to parents of middle and high school students at least once each year. The EHDE (LOCAL) policy (Alternative Methods for Earning Credit Distance Learning) is as follows:

General Provisions for Electronic Courses

The eDISD designation shall encompass all electronic courses, including Texas Virtual School Network (TxVSN) courses, university-based, vendor-based, or locally developed online courses. In addition, the Superintendent of Schools or designee shall develop an electronic courses handbook that shall include all policies, protocols, and procedures for students taking electronic courses as a means of earning graduation credit or middle school units.

For purposes of this policy, electronic courses are distance-learning courses in which a student and teacher are in different locations for a majority of the student's instructional time.

Texas Virtual School Network

The Superintendent of Schools or designee shall establish procedures for students to enroll in courses provided by the TxVSN.

Other Distance Learning

The Superintendent of Schools or designee shall establish procedures governing the use of other distance learning courses, including correspondence courses, as a means of earning credit in a subject or course. In order to receive credit, a student shall obtain approval from the principal or designee prior to enrollment in the course.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

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 include school newsletters, posters, brochures, flyers, etc. All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials – from students

Students must obtain prior approval from the principal or designee before selling, posting, circulating, or distributing written or printed 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 nonschool 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 sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action.

Nonschool Materials – 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 policies at GKDA. Contact the principal for specific guidelines.

DRESS AND GROOMING

Grades PK-8

The district requires all students in prekindergarten through grade eight wear a school uniform unless the parent or guardian has filed an objection as provided in FNCA (LEGAL) and (REGULATION). All clothing must adhere to the standards set out below.

APPROPRIATE ATTIRE FOR PREKINDERGARTEN – GRADE 8 STUDENTS

Item	Color	Style	Other
Slacks and Pants	Khaki, navy blue, or black, in a solid, single color.	Pleated or flat front, full length, appropriately fastened at the waist. Pants with loops require belts. Material may be cotton, canvas, corduroy, linen, polyester, or twill.	
Tops	All prekindergarten through grade 8 students shall wear white shirts and additional solid color top as determined by the campus.	Shirts and blouses must have short or long sleeves with button down or straight collars. Turtleneck and polo styles are permitted.	Trademarks (logos), if any, must be one inch or less. District school logos are permitted and are not limited in size.
Skirts and Jumpers	Khaki, navy blue or black, in a single, solid color.	Must be at least finger-tip length with arms in normal position.	
Shorts and Capris	Khaki, navy blue, or black, in a solid, single color.	Must be at least finger-tip length with arms in normal position.	
Cardigans and Sweaters	Should match an accepted uniform color.	All must be worn over a collared shirt, turtleneck, or polo-style top.	District school logos are permitted and are not limited in size. (All district-issued school jackets are permitted.)
Footwear		Athletic shoes, loafers, dress shoes, or other closed-toe/closed-heel shoes. Mules described as closed toe and open-heel are appropriate.	

Grades 9-12

Principals, working in consultation with the Site-Based Decision-Making Committee, Parent Teacher Association, and administrative staff, are authorized to implement mandatory uniforms for their individual campus provided they comply with the 90-day rules and the exemption guidelines outlined in FNCA (LEGAL).

In high school, the length of dresses, skirts, and shorts shall be no shorter than finger-tip length with arms in normal position, i.e., arms hanging naturally, as the student is standing straight and upright. Each high school will inform students and parents of appropriate dress and grooming requirements.

All grades

Deviations or exceptions to dress code policy must relate to the curriculum of the specific class, i.e., physical education, JROTC, etc. Whether or not a student is dressed appropriately or properly groomed shall be left to the discretion of the principal or his/her designee.

Student complaints regarding appropriate attire and grooming for religious and/or philosophical reasons shall follow the complaint procedures outlined in

FNCA (REGULATION). See Complaints and Concerns on page 15.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

See policies at CQ.

Possession and Use of Personal Telecommunications Devices, Including Cellular Phones

For safety purposes, the district permits students to possess personal cellular phones; however, these devices must remain turned off during instructional class time, including all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other personal computers.

The use of cellular phones 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 cellular phone without authorization during the school day, the device will be confiscated. The cellular phone may be picked up from the principal's office for a fee of \$5 to \$15, depending on the number of times it has been confiscated.

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.

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.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during instructional class time. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to 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 may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that student access and use of the district network is monitored by district staff. All Internet access is filtered in accordance with regulations of No Child Left Behind and the Children's Internet Protection Act. For more information about such filtering is available at <http://reboot.fcc.gov/parents/childrens-safety>.

Efforts to bypass the district's filter or engage in unauthorized acts may result in withdrawal of privileges and other disciplinary action. (For additional information, see policy CQ.)

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 on or off school property, regardless of whether the equipment used to send such messages is district 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 according to the *Student Code of Conduct* and may, in certain circumstances, be reported to law enforcement.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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 participation in many activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL *Parent Information Manual* online at www.uil texas.org/athletics/manuals. The coach or sponsor of the activity can provide a hard copy upon 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, contact the curriculum division of the Texas Education Agency at (512) 463-9581 or curriculum@tea.state.tx.us. For additional information on all UIL-governed activities, go to www.uil texas.org.

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

Academic Requirements (No Pass, No Play)

The following requirements apply to all extracurricular activities.

UIL participants are eligible to participate in contests during the first six weeks of the school year provided the following standards have been met:

- Students beginning grade nine and below must have been promoted from the previous grade prior to the beginning of the current school year.
- Students beginning their second year of high school must have earned five credits, which count toward state high school graduation requirements.
- Students beginning their third year of high school either must have earned a total of 10 credits, which count toward high school graduation credits, or have earned a total of five credits, which count toward high school graduation requirements during the 12 months preceding the first day of the current school year.
- Students beginning their fourth year of high school either must have earned a total of 15 credits, which count toward state high school graduation credits, or have earned a total of five credits, which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.

Eligibility for All Extracurricular Participants After the First Six Weeks of the School Year

- A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any class may not participate in extracurricular activities for at least three school weeks.
- Students enrolled in honors courses, such as Advanced Placement (AP), PreAP, International Baccalaureate or dual credit, must have a grade of 60 or higher at the end of any grading period for eligibility purposes only. If a student makes below a 60 in an honors class, at the end of a grading period, they may submit an application as a waiver to maintain their eligibility if approved [EIA (REGULATION)].
- A student with disabilities who fails to meet the standards in the Individualized Education Program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student regains eligibility after the seven-calendar-day waiting period has ended following a grading period or the three-school-week evaluation period when the principal and teachers determine that the student has earned a passing grade (70 or above) in all classes or a grade of 60 or higher in honors courses (previously identified).
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Please note: Sponsors of student clubs and performing groups such as band, choir, cheerleading, drill teams, and athletic teams must follow all eligibility requirements (No Pass, No Play) and 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. [For more information, see policies FM and FO.]

FEES

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, may be required to furnish personal or consumable items, including pencils, paper, pens, erasers, notebooks and school uniforms. The board may require payment of the following fees or deposits:

- Materials for a class project that the student will keep
- Membership in clubs or student organizations and admission to extracurricular activities when membership or attendance is voluntary
- Security deposits for the return of materials, supplies, or equipment
- Personal physical education and athletic equipment and apparel. A student may provide his or her own equipment or apparel if it meets reasonable requirements and standards established by the board.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- An authorized, voluntary student health and accident benefit plan
- A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the district
- Personal apparel used in extracurricular activities that becomes the property of the student
- Parking (See CLC) and student identification cards
- Lost, damaged, or overdue library books
- 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
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- Permitted by any other statute
- In some cases, for an online course.

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 principal. [For further information, see policies at FP.]

FUND-RAISING

Board Policies FJ (LOCAL), (LEGAL), and (REGULATION) and FAA (REGULATION) address fund-raising activities. All fund-raising projects shall be subject to the approval of the principal and superintendent. Fund-raising activities by student groups and/or for school-sponsored projects are allowed, with prior administration approval and under the supervision of the project sponsor, for students in all grades. Funds raised must be receipted, deposited, and disbursed in accordance with CFD (LOCAL). No outside organizations of any sort may solicit contributions of any type from students within the schools.

Fund-raising activities involving food shall be in compliance with Board Policy FFA (LOCAL) and (REGULATION). All competitive food on campus must meet federal and state nutrition standards and comply with local Wellness Policy time and place rules, FFA (REGULATION). Competitive food is not allowed in elementary schools until 30 minutes after the end of the school day. It is allowed in middle schools 30 minutes after the end of the last lunch period. In high schools, competitive food that meets nutrition standards may not be sold except during meal periods. Only Career and Technology DECA stores are allowed to sell during lunch periods.

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GRADE CLASSIFICATION

See Promotion and Retention on page 42.

GRADING

Guidelines, Report Cards, and Progress Reports

Teachers follow grading guidelines that have been approved by the superintendent and are designed to reflect each student's academic achievement for the grading period, semester, or course.

Report cards are issued at the end of every six-week grading period. Teachers send interim progress reports to parents every three weeks if a student's performance in any subject or class is below 70 or whose average is deemed borderline according to district guidelines.

To ensure that test grades reflect content mastery, students are permitted to retake any major test they have failed within five school days from the day the failing grade was received or no later than 10 days from the date of the test. If the test is passed on the second attempt, the failing grade will be removed from the grade book, and the passing grade recorded with the following exception: When student behavior or actions clearly demonstrate that a major test was failed due to lack of effort or inappropriate behavior, teachers with principal approval may assess a grade penalty. The grade penalty shall be either the average of the two tests or a 70 (if either the average or the second attempt is above 70). The grade given to a student failing a test for the second time will be the higher score earned on either test. The retesting policy does not apply to Assessments of Course Performance (ACPs).

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, contains an error, or that the teacher did not follow the district's grading policy. [See policies EIA (LOCAL) and FNG (LEGAL).]

Grading PK-1

Essential knowledge and skills for prekindergarten through first grade are used for documenting mastery of the expectations per grade level. In recording grades for prekindergarten, kindergarten, and first-grade students, the letters E indicating excellent progress, S for satisfactory progress, and N for needs improvement are used on the report card.

Numerical Grades Used in Grades 2-12

For all subjects taught in grades two through 12, teachers use numerical grades on the report cards to report progress to parents and students. The numerical grade ranges are:

70 – 100, Passing;

Below 70, Failing;

I, Incomplete (must be made up within guidelines).

Students with excessive absences who did not complete a plan approved by the principal or whose appeal to the attendance committee was denied will be given the numerical grade earned, but it will be shown with an asterisk (*) to denote that no credit was received due to excessive absences.

GRADUATION

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014-2015 School Year

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014–2015 school year must successfully:

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

Requirements for a Diploma Beginning with the 2014–2015 School Year

Beginning with students who enter grade nine in the 2014–2015 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, 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 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 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.

Also see Standardized Testing on page 44 for more information.

Graduation or Certificate of Attendance for Students with Disabilities

Upon the recommendation of the Admission, Review, and Dismissal Committee (ARDC), a student with disabilities who receives special education services may be permitted to graduate under the provisions of his or her Individualized Education Program (IEP).

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 FMH (LEGAL)]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules.

Certificate of Coursework Completion

The district does not issue a certificate of coursework completion to seniors who successfully complete state and local credit requirements for graduation but fail to perform satisfactorily on the exit-level exams.

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 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.

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014–2015 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–2015 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Graduation Program as described in this section will be granted only after the student has completed four semesters in high school; is at least age 16; has earned two credits required for graduation in each subject of the foundation curriculum or has failed to be promoted to the 10th grade at least once; and has a written agreement signed by the student, the student's parent or person standing in parental relation, and the counselor or school administrator. [See policy EIF (LEGAL).]

An Admission, Review, and Dismissal (ARD) committee may determine that a student who is eligible for and enrolled in one or more locally developed special education courses qualifies to be enrolled in the Minimum High School Program prior to completing four semesters of high school.

Students entering the ninth grade prior to the 2007–2008 school year should consult with their counselor to confirm credit requirements for graduation.

Beginning with the 2007–2008 school year, in addition to all state and local course requirements for the selected program, a student entering the ninth grade must meet the following credit requirements for graduation:

- Minimum Program 22 credits
- Recommended Program 26 credits
- Distinguished Achievement Program 26 credits

Not all state approved 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.

Beginning with the entering freshman class in 2011–2012, performance on the End of Course (EOC) exams is a factor in determining the eligibility to graduate under each of the graduation plans.

***Distinguished Achievement Program – Requirements for Advanced Measures**

- The measures must focus on demonstrated student performance at the college or professional level.
- Student performance on advanced measures must be assessed through an external review process.
- Except for the original research/project a student may not count two measures derived from a single activity. For example, a student who scores a three or better on the AP Economics exam cannot count a grade from a dual-credit economics college course.

A student must achieve any combination of four from the following:

- Original Research/Project: The research/project may not be used for more than two of the advanced measures. The research/project may be judged by a panel of professionals in the field that is the focus of the project; or conducted under the direction of mentor(s) and reported to an appropriate audience; *and* related to the required curriculum set forth in 19 TAC§74.1 (relating to TEKS).
- AP Exam: A score of three or above on the College Board Advanced Placement examination.
- IB Exam: A score of a four or above on an International Baccalaureate examination.
- PSAT: A score on the Preliminary Scholastic Assessment Test (PSAT/NMSQT) that qualifies a student for recognition as a Commended Scholar or higher by the College Board and National Merit Scholarship Corporation; as part of the National Hispanic Recognition Program of the College Board; or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score may count as only one advanced measure regardless of the number of honors received by the student.
- College Courses: College-level courses provided by the higher education institutions must be accredited by the Southern Association of Colleges and Schools. A grade of 3.0 or higher on a one-semester college course (including tech prep programs), will give students an advanced measure. The student must arrange for an official transcript to be sent from the college to the high school counselor well in advance of graduation in order to have the advanced measure(s) recorded on the student's academic achievement record. The college transcript will be kept by the high school.
- Examples: A student may have combinations meeting the above criteria such as the following:
 - 3 AP exams and 1 college course = 4 measures
 - 2 AP exams, 1 college course, and 1 PSAT = 4 measures
 - 4 dual-credit courses = 4 measures; or 4 AP exams = 4 measures

Graduation Credit Requirements for Students Who Entered Ninth Grade in 2012-2013**

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program**
English Language Arts♦	Four credits: <ul style="list-style-type: none"> • English I, II, III • English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited-English proficiency who are at the beginning or intermediate levels of English-language proficiency. • The fourth credit of English may be selected from one full credit or a combination of two half credits of the following: <ul style="list-style-type: none"> ▪ English IV ▪ Research and Technical Writing ▪ Creative Writing ▪ Practical Writing Skills ▪ Literary Genres ▪ Business English (CTE) ▪ Journalism ▪ AP English Language and Composition ▪ AP English Literature and Composition 	Four credits: <ul style="list-style-type: none"> • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited-English proficiency who are at the beginning or intermediate levels of English-language proficiency. 	Four credits: <ul style="list-style-type: none"> • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited-English proficiency who are at the beginning or intermediate levels of English-language proficiency.
Mathematics♦	Three credits: <ul style="list-style-type: none"> • Algebra I • Geometry • The final credit may be Algebra II. A student may not combine a half credit of Algebra II with a half credit from another mathematics course to satisfy the final mathematics credit requirement. • The final credit may be selected from one full credit or a combination of two half credits from any of the following: <ul style="list-style-type: none"> ▪ Precalculus ▪ Mathematical Models with Applications ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE) 	Four credits: <ul style="list-style-type: none"> • Algebra I • Algebra II • Geometry • The additional credit may be Mathematical Models with Applications and must be successfully completed prior to Algebra II. • The fourth credit may be selected from any of the following: <ul style="list-style-type: none"> ▪ Precalculus ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level • The additional credit may be selected from the following and may be taken after successful completion of Algebra I and Geometry and either after successful completion of or concurrently with Algebra II: <ul style="list-style-type: none"> ▪ Engineering Mathematics (CTE) ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) ▪ Statistics and Risk Management (CTE) 	Four credits: <ul style="list-style-type: none"> • Algebra I • Algebra II • Geometry • The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: <ul style="list-style-type: none"> ▪ Precalculus ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level • The additional credit may be selected from the following courses and may be taken after successful completion of Algebra I and Geometry and either after successful completion of or concurrently with Algebra II: <ul style="list-style-type: none"> ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)

♦College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

*Distinguished Achievement Program requirements also include student achievement of four advanced measures. See [TAC §74.74\(d\)](#) for more information.

**These graduation requirements do not apply to students entering ninth grade in 2014-2015, please refer to page 32.

Graduation Credit Requirements for Students Who Entered Ninth Grade in 2012-2013**

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program**
Science♦	<p>Two credits:</p> <ul style="list-style-type: none"> • Biology • Integrated Physics and Chemistry (IPC) May substitute a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry) or a physics credit (Physics, Principles of Technology, AP Physics, or IB Physics) for IPC but must use the other of these two courses as the academic elective credit. <p>Per Dallas ISD policy EIF (LOCAL): One additional science credit must be taken for a total of three science credits. See Academic Elective Section.</p>	<p>Four credits:</p> <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics • The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following laboratory-based courses: <ul style="list-style-type: none"> ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems • The additional credit may be selected from the following laboratory-based courses and may be taken after successful completion of biology and chemistry and either after successful completion of or concurrently with physics: <ul style="list-style-type: none"> ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics • The fourth credit may be selected from any following laboratory-based courses: <ul style="list-style-type: none"> ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems • The additional credit may be selected from the following laboratory-based courses and may be taken after successful completion of biology and chemistry and either after successful completion of or concurrently with physics: <ul style="list-style-type: none"> ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)
Social Studies♦	<p>Three credits:</p> <ul style="list-style-type: none"> • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit) • The final credit may be selected from the following: <ul style="list-style-type: none"> ▪ World History Studies (one credit) ▪ World Geography Studies (one credit) 	<p>Four credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit) 	<p>Four credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit)

♦College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

*Distinguished Achievement Program requirements also include student achievement of four advanced measures. See [TAC §74.74\(d\)](#) for more information.

**These graduation requirements do not apply to students entering ninth grade in 2014-2015, please refer to page 32.

Graduation Credit Requirements for Students Who Entered Ninth Grade in 2012-2013**

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program**
Academic Elective	<p>One credit from any of the following: Per Dallas ISD policy EIF (LOCAL) Academic Elective must be:</p> <ul style="list-style-type: none"> Any SBOE-approved science course <ul style="list-style-type: none"> If substituting Chemistry or Physics for IPC, a student must use the other of these two courses as academic elective credit. 	None	
Physical Education	<p>Per Dallas ISD policy EIF (LOCAL): 1.5 credits of physical education or approved substitution is required for graduation.</p> <ul style="list-style-type: none"> The required 1.5 credits may be from any combination of the following one-half to one-credit courses: <ul style="list-style-type: none"> Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> Athletics JROTC Appropriate private or commercially-sponsored physical activity programs conducted on or off campus In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> Drill Team Marching Band Cheerleading All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies). 	<p>Per Dallas ISD policy EIF (LOCAL): 1.5 credits of physical education or approved substitution is required for graduation.</p> <ul style="list-style-type: none"> The required 1.5 credits may be from any combination of the following one-half to one-credit courses: <ul style="list-style-type: none"> Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> Athletics JROTC Appropriate private or commercially-sponsored physical activity programs conducted on or off campus In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> Drill Team Marching Band Cheerleading All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies). 	<p>Per Dallas ISD policy EIF (LOCAL): 1.5 credits of physical education or approved substitution is required for graduation.</p> <ul style="list-style-type: none"> The required 1.5 credits may be from any combination of the following one-half to one-credit courses: <ul style="list-style-type: none"> Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> Athletics JROTC Appropriate private or commercially-sponsored physical activity programs conducted on or off campus In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> Drill Team Marching Band Cheerleading All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies).

♦College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

*Distinguished Achievement Program requirements also include student achievement of four advanced measures. See [TAC §74.74\(d\)](#) for more information.

**These graduation requirements do not apply to students entering ninth grade in 2014-2015, please refer to page 32.

Graduation Credit Requirements for Students Who Entered Ninth Grade in 2012-2013**

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program**
Languages Other Than English	None	Two credits: The credits must consist of any two levels in the same language.	Two credits: The credits must consist of any two levels in the same language.
Speech	One-half credit from either of the following: <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) 	One-half credit from either of the following: <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) 	One-half credit from either of the following: <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE)
Fine Arts♦	One credit for students who entered Grade 9 in 2010-2011 or later from any of the following: <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE) • Digital Art and Animation (Technology Applications) • 3-D Modeling and Animation (Technology Applications) 		
*Health Education	Per Dallas ISD policy EIF (LOCAL): One-half (0.5) credit Health Education or one (1) credit Lifetime Nutrition and Wellness *Credit may not be earned in Middle School	Per Dallas ISD policy EIF (LOCAL): One-half (0.5) credit Health Education or one (1) credit Lifetime Nutrition and Wellness *Credit may not be earned in Middle School	Per Dallas ISD policy EIF (LOCAL): One-half (0.5) credit Health Education or one (1) credit Lifetime Nutrition and Wellness *Credit may not be earned in Middle School
Elective Courses♦	Per Dallas ISD policy EIF (LOCAL): Five and one-half credits from any of the following: <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) • A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement. 	Per Dallas ISD policy EIF (LOCAL): Four and one-half credits from any of the following: <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) • A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement. 	Per Dallas ISD policy EIF (LOCAL): Three and one-half credits from any of the following: <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) • A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.
Total Credits	22	26	26

♦College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

*Distinguished Achievement Program requirements also include student achievement of four advanced measures. See [TAC §74.74\(d\)](#) for more information.

**These graduation requirements do not apply to students entering ninth grade in 2014-2015, please refer to page 32.

Foundation Graduation Program

Every student in a Texas public school who enters grade nine in the 2014–2015 school year and thereafter will graduate under a new program called 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 and diploma. 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 34. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and 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 also will provide opportunities to earn *performance acknowledgments* that will be acknowledged on a student's diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual-credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exams, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student enrolled in high school prior to the 2014–2015 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

The new graduation plans are as follows:

	NEW Distinguished Plan	Foundation Plan + Endorsements	Foundation Plan
Discipline	Credits	Credits	Credits
English	4	4	4
Math	4	4 (+ 1 Stem, Option C)	3
Science	4	4 (+ 1 Stem, Option D)	3
Social Studies	3	3	3
Language Other Than English	2	2	2
Fine Arts	1	1	1
Physical Education	1	1	1
Health (Dallas ISD Local)	.5	.5	.5
Electives	6.5	6.5	4.5
Total Credits for Graduation	26	26	22

New Distinguished Graduation Plan: 26 Credits (Dallas ISD)		
<p>4 credits English: ELA I, ELA II, ELA III, one credit in an authorized advanced English course</p> <p>4 credits Mathematics: Algebra I, Geometry, Algebra II, one credit in an authorized advanced mathematics course</p> <p>4 credits Science: Biology, one credit in IPC or in an authorized advanced science course, two credits in an authorized advanced science course</p> <p>3 credits Social Studies: U.S. History, Government, Economics, World Geography or World History</p>	<p>2 credits LOTE or Computer Programming</p> <p>1 credit Fine Arts</p> <p>1 credit Physical Education</p> <p>.5 credit Health (Dallas ISD Local)</p> <p>6.5 credits in electives (may include CTE or certification courses)</p>	<p>Eligible for automatic admission to a Texas four-year college or university under top 10 percent rule.</p> <p>Eligible for Texas grant.</p> <p>Credit requirements specific to at least one Endorsement must be earned.</p>

Foundation Plan + Endorsement(s): 26 Credits		
<p>4 credits English: ELA I, ELA II, ELA III, one credit in any authorized advanced English course</p> <p>4 credits Mathematics: Algebra I, Geometry, two credits in an authorized advanced math course (STEM Endorsement requires Algebra II)</p> <p>4 credits Science: Biology, one credit in IPC or in an authorized advanced science course, two credits in an authorized advanced science course (STEM Endorsement requires Chemistry and Physics)</p> <p>3 credits Social Studies: U.S. History, Government, Economics, World Geography or World History</p>	<p>2 credits LOTE or Computer Programming</p> <p>1 credit Fine Arts</p> <p>1 credit Physical Education</p> <p>.5 credit Health (Dallas ISD Local)</p> <p>6.5 credits in electives (may include CTE or certification courses)</p>	<p>Credit requirements specific to at least one Endorsement must be earned.</p>

Foundation Graduation Plan: 22 Credits		
<p>4 credits English: ELA I,II,III, one credit in any authorized advanced English course</p> <p>3 credits Mathematics: Algebra I, Geometry, one credit in an authorized advanced math course</p> <p>3 credits Science: Biology, one credit in IPC or in an authorized advanced science course, one credit in an authorized advanced science course</p> <p>3 credits Social Studies: U.S. History, Government, Economics, World Geography or World History</p>	<p>2 credits LOTE or Computer Programming</p> <p>1 credit Fine Arts</p> <p>1 credit Physical Education</p> <p>.5 credit Health (Dallas ISD Local)</p> <p>4.5 credits in electives (may include CTE or certification courses)</p>	<p>Eligible for admission to a Texas four-year college or university.</p> <p>College admission is not guaranteed under this graduation plan.</p>

In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student's transcript and diploma 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 four mathematics credits.

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.

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. 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.

A student must specify upon entering grade nine the endorsement he or she wishes to pursue.

Personal Graduation Plans for Students under the Foundation Graduation Program

A Personal Graduation Plan (PGP) will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a PGP that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles 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 PGP options with each student entering grade nine and his or her parent. Before the end of grade nine, a student and his or her parent will be required to sign off on a PGP 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 PGP will denote an appropriate course sequence based on the student's choice of endorsement.

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

Available Course Options for all Graduation Programs

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

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 school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

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.

The district does not tolerate hazing. 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. [See policies FFI and FNCC.]

HEALTH INFORMATION AND REQUIREMENTS

Student Illness

When your child is ill, contact the school to let them know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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 or the school office 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 the 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

State law requires the district to provide information about bacterial meningitis:

- **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 common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

- **What are the symptoms?**

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. 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 is 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. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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 other serious illness.

- **How can bacterial meningitis be prevented?**

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bac-

teria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis.* The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to 10 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 are excellent sources for information on all communicable diseases. You also may call your local health department or regional department of state health services to ask about a meningococcal vaccine. Additional information may be found at the websites for the Centers for Disease Control and Prevention at www.cdc.gov and the Texas Department of State Health Services at www.dshs.state.tx.us.

*The TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between the ages of 11 and 12, with a booster dose at age 16. Also note that students entering college 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 students who wish to enroll in dual-credit courses taken off campus. Refer to Immunization on page 36 for more information.

Contagious Diseases/Conditions

[See Student Illness on page 35.]

Food Allergies

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 by inhalation, ingestion, or skin contact with a particular food. It is important to disclose the food to which your child is allergic, as well as the nature of the allergic reaction. Contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, which addresses

employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. Contact the school nurse for more information. Also see policy FFAF and Celebrations on page 12.

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread easily 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 child 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 can be found on the TDSHS website at www.dshs.state.tx.us/schoolhealth/lice.shtml.

Health Screenings

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 to be submitted annually to the district.

Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures. Also see policy FFAA.

Immunization

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 online at <https://webds.dshs.state.tx.us/immco/default.aspx> or by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, TX 78714-9347. The

form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella (German measles), 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.

A student who is homeless, as defined in the McKinney-Vento Homeless Education Act, is enrolled in the district for 30 days if acceptable evidence of immunizations is not available. A military dependent can be enrolled in the district for 30 days pending immunization records.

As noted under Bacterial Meningitis on page 35, students entering college also must, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and 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.

See policy FFAB (LEGAL), the Dallas ISD website at www.dallasisd.org/Page/120, and the TDSHS website at www.dshs.state.tx.us/immunize/school/default.shtm for more information.

Medicine at School

The district will not purchase medication to give to a student. District employees will not give a student nonprescription medication, herbal substances, anabolic steroids, or dietary supplements. Only authorized employees in accordance with policy FFAC may administer:

- Prescription medication in the original properly labeled container provided by the parent along with a written request
- Both the physician and parent must sign a written request to administer medication to a student for more than 10 days. For prescribed medication administered 10 days or less, only the parent's written request is needed.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

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 FFAB (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 policy FFAC.]

Tobacco Prohibited

Students are prohibited from possessing or using any type of tobacco product, including electronic cigarettes or any other electronic vaporizing device, at any time while on school property or while attending an off campus school-related activity.

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

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's McKinney-Vento homeless liaison, Mark Pierce, at (972) 794-4519.

HOMEWORK

Homework assignments are related to the essential knowledge and skills and used as independent practice activities. They are to be completed outside the regular classroom and returned so they can be reviewed by the teacher, with feedback provided to the student.

INSTRUCTIONAL MATERIALS, ELECTRONIC INSTRUCTIONAL MATERIALS, AND TECHNOLOGICAL EQUIPMENT

State-approved instructional materials and district-selected instructional materials are provided to students free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. Electronic instructional materials and technology equipment also may be provided to students in certain circumstances. 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 instructional materials and equipment until the item is returned or paid for by the parent; however, the student will be provided instructional materials and equipment for use at school during the school day. [See policy CMD (LEGAL) and (LOCAL).]

LAW ENFORCEMENT AGENCIES

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, child abuse investigation. 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.

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 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, the Texas Department of Family and Protective Services, 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
- Upon receipt of a lawfully issued directive to apprehend from a juvenile court presented by a law enforcement or probation officer.

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, the official's authority to take custody of the student.

The principal does not have the authority to prevent or delay a student's release to a law enforcement officer. It is the responsibility of the entity taking the student into custody to notify the parents.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who are responsible for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional support personnel who have regular contact with a student who is required to register as a sex offender or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

LEAVING CAMPUS

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the

student out. The parent must show identification.

- For students in high school, the same process will be followed. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office at least two hours prior to the student's need to leave campus.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

LIMITED-ENGLISH-PROFICIENT STUDENTS

A student who is identified as limited-English proficient (LEP) by the Language Proficiency Assessment Committee (LPAC) based on state established criteria, is entitled to receive specialized language services from the district. To determine whether the student qualifies for services, an LPAC will be convened, consisting of both district personnel and at least one parent representative. The LPAC shall give written notice to the student's parent or guardian advising that the student has been classified as limited-English proficient (LEP) and requesting approval to place the student in the required bilingual education or English-as-a-Second-Language program. In order to determine a student's level of proficiency in English, the LPAC will use information from state-approved language-proficiency assessments. Once the parent approves program placement, the student will receive instructional accommodations and language support. Ongoing assessments will be conducted to monitor and review the student's progress to ensure academic success.

Annually, the LPAC will determine the most appropriate assessment for each LEP student to demonstrate mastery of academic knowledge and skills, including which accommodations are necessary for any local or state-mandated assessments. The Texas English Language Proficiency Assessment System (TELPAS) is administered to all LEP students annually, including dually identified LEP students who receive special education services and students whose parents did not approve services. At the end of the academic year, the LPAC will meet to review progress of identified LEP students and determine whether the student will continue in the dual-language program, ESL program, or qualifies for exiting. The campus LPAC is responsible for exiting all LEP students according to the criteria monitored by the Texas Education Agency. Identified LEP students who are recommended for program exit are to

be monitored by the LPAC for two academic years after the exit.

If a student is considered LEP and receives special education services because of a qualifying disability, the student's Admission, Review, and Dismissal (ARD) committee will make instructional and assessment decisions.

LOST AND FOUND

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

MAKEUP WORK

Makeup Work after an Absence

Students are permitted to make up assignments and tests after an absence. Students receive credit without penalty for satisfactory makeup work after an absence, including absences as a result of suspension, but shall receive a zero for any assignment or test not made up within the allotted time.

DAEP or In-school Suspension 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, coursework needed to fulfill the student's high school graduation requirements. The district may provide the opportunity to complete the coursework through an alternative method, including a correspondence course, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA (LEGAL).]

A student removed from the regular classroom to in-school suspension (ISS) or another setting, other than a DAEP, is expected to complete all work assigned while in ISS. The student will receive assignments from each classroom teacher while assigned to ISS. The district also may provide the opportunity to complete the coursework through alternative methods, including distance learning or summer school.

Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

NONDISCRIMINATION POLICY

The Dallas Independent School District, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, gender expression, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions. The district is required by Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; the Age Discrimination Act of 1975, as amended; as well as board policy, not to discriminate in such a manner. (Not all prohibited bases apply to all programs.) If you suspect discrimination, please contact: Mary McCants, Title VII or Title IX, at (972) 925-3250; Daphne LaMontagne, Section 504, at (972) 581-4238; or Diedrae Bell Hunter, Americans with Disabilities Act, at (972) 925-4026. General questions about the district should be directed to Customer Service at (972) 925-5555.

NONTRADITIONAL ACADEMIC PROGRAMS

Adult Education and Workforce Literacy

The Adult Education and Workforce Literacy Department exists to enable adult learners to be literate, productive, and successful in the workplace, home, and community by delivering comprehensive adult education instruction in a learner-centered, supportive, and collaborative environment. Through our free GED (General Educational Development) preparation, ESL (English-as-a-Second-Language), distance learning, workforce readiness, college transitions, and El Civics classes, adults in Dallas county are instructed in literacy, numeracy, language acquisition, community and civic awareness, and workforce and college readiness. Program participants must be 18 years or older. Seventeen year olds can enroll if officially withdrawn from high school and with written parental approval. Only in the case of a court mandate may 16 year olds enroll. For more information, contact the Adult Education and Workforce Literacy office at (972) 794-7802.

J.L. Patton Jr. Academic Center

This high school campus is for overage students. For information regarding program offerings, contact your high school counselor.

Admission to the center is in accordance with policies FD (LEGAL) and EHB (LOCAL) and the following criteria:

- 1 The student is 17 years or older with fewer than 3 credits.

- 2 The student is 18 years or older with fewer than 9 credits.
- 3 The student is 19 years or older with fewer than 15 credits.
- 4 The student is 20 years or older.
- 5 The superintendent or designee may assign and transfer a student to the academic center if the student meets the criteria.

Early College Programs

Early College High Schools (ECHS) prepare students for successful career and educational futures through a full integration of high school, college, and the world of work. ECHS improve academic performance and self-concept, and increase high school and college/university completion rates. As students progress through ECHS, they develop the skills and confidence that enable them to be successful in a college environment. The college and the high school support them with counseling, seminar classes, and enrichment opportunities, and provide tuition and books for college classes.

Students have the opportunity to earn up to two years of college credit, complete the 42 hours of credit transferable by law to Texas public universities, and earn an Associate Degree by taking dual-credit and concurrent-credit classes. The district's Early College High School programs include:

- **Trinidad "Trini" Garza Early College High School** – Students from T.W. Browne, Thomas Edison, Hector P. Garcia W.E Greiner, Raúl Quintanilla Sr., and L.V. Stockard middle schools are eligible to submit an application to Trinidad "Trini" Garza Early College High School.
- **Kathlyn Joy Gilliam Collegiate Academy** – Students from William Hawley Atwell, E.B. Comstock, Oliver Wendell Holmes, Boude Storey, Seagoville, and Sarah Zumwalt middle schools are eligible to submit an application to Kathlyn Joy Gilliam Collegiate Academy.
- **Wright L. Lassiter Jr. Early College High School at El Centro College** – Students must apply by January of their eighth-grade year, provide recommendations from administrators and core subject teachers, and be interviewed. Students must meet Texas Success Initiative requirements before they can take college classes.
- **W.W. Samuell Early College High School** – Students from all middle schools are welcome to apply, but students from the W.W. Samuell, H. Grady Spruce, Skyline, and Seagoville feeder patterns are

especially encouraged to apply. Application materials, including at least two teacher recommendations, are due in February of the student's eighth-grade year. In addition, students and their parents will be interviewed as part of the application process.

Evening Academy

Students currently enrolled in school may, with the approval of their school counselor and principal, recover lost credit(s) by taking evening classes either at Skyline Center or Justin F. Kimball High School. Students must be at least 16 years of age to participate, and they must have their enrollment card completed and approved by the day-school counselor prior to enrollment. Evening Academy classes begin two weeks after the start of each semester, and end two weeks prior to each semester's close so that earned credits may be posted on student grade reports. Classes meet on Monday, Tuesday, and Thursday evenings from 5:30 to 9:30 p.m., with fall semester classes meeting from 5:30 to 7:25 p.m. and spring semester classes meeting from 7:35 to 9:30 p.m. Students may enroll in a maximum of two (2) one-half (1/2) credit classes each semester. Evening classes are offered at no cost, whether in district or from out of district. For more information, contact your day-school counselor or the Evening Academy office at (972) 502-3458.

Maya Angelou High School

This educational program meets the needs of pregnant students by offering the district curriculum in grades six through 12 with a focus on health, child development, and parenting skills. In addition to regular academic classes, programs and services emphasizing prenatal health, parenting, and childcare are provided for pregnant students who choose to attend this alternative school. Referral to the program is coordinated by the school nurse who will provide forms to be completed by the attending physician. The sending school counselor will plan the student's academic program. Credit earned at Maya Angelou applies toward GPA, rank, and honors eligibility at the home school. Graduation will be from the home school.

Reconnection Centers

Reconnection Centers are located on high school campuses that receive Title I comprehensive high school campus funds. The centers provide students an opportunity to recover credits for core course(s) that they have previously failed. A student can be scheduled to attend the center before, during, and/or after school. In a Reconnection Center, students can recover the missing core class credit while maintaining a regular campus schedule in order to graduate on time.

PHYSICAL ACTIVITY

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

Students in middle school engage in 30 minutes of moderate to vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate to vigorous physical activity within a two-week period for at least four semesters. For additional information on the district's requirements and programs regarding student physical activity in elementary, or middle school, please see the principal. [For additional information, see policy EHAC (LEGAL) and (LOCAL).]

Physical Fitness Assessment (Fitnessgram)

Annually, the district will conduct a physical fitness assessment (Fitnessgram) of students in grades three through 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 the school's physical education teacher to obtain the results of his or her child's physical fitness assessment conducted during the school year.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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. [See Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags on page 2.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC for more information.]

PRAYER

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

Grades PK-8

Promotion is based on mastery of the curriculum. Expectations and standards for mastery are established for each grade level, content area, and are coordinated with compensatory/accelerated services.

Prekindergarten and kindergarten students are not retained due to the voluntary status of enrollment. Prekindergarten, kindergarten, and first-grade students receive grades of E (excellent), S (satisfactory), and N (needs improvement). First-grade students are considered for retention if mastery of grade-level objectives is not reflected by assessment methods, especially in language arts and mathematics. Parental permission is required for retention of first-grade students.

In grades two through eight, promotion to the next grade level is based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Any student in grades one through eight who does not meet the criteria outlined above for promotion to the next grade level may attend extended-year program(s) provided by the district in applicable content areas. Students who attend at least 90 percent of the extended-year program days in the applicable content area(s) will be promoted to the next grade level at the beginning of the school year, on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

Retention of students is not shown to be an effective strategy for improving student achievement. The district and individual campuses have established procedures designed to reduce the number of students retained. A parent, however, may present a written request to the school principal asking that the student not be promoted.

The Admission, Review, and Dismissal (ARD) committee determines promotion/retention procedures and academic achievement level expectations for special education students through the Individual Education Program (IEP).

Any student who attends optional extended-year programs with the required 90 percent attendance rate and meets the academic achievement requirements but still experiences difficulty or is defined as at-risk will be required to participate the following year in additional strategic intervention strategies/programs designed to provide accelerated instructional services.

In assessing students who are speakers of languages other than English for mastery of essential knowledge and skills, the district will be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills.

Grades 9-12

High school students are promoted/retained according to semesters completed and the number of state credits earned in grades nine through 12. Classification is based on the following:

Grade 10 (Sophomore) – 5 or more credits and two full semesters in grades nine through 12

Grade 11 (Junior) – 12 or more credits and four full semesters in grades nine through 12

Grade 12 (Senior) – 19 or more credits and five or more full semesters in grades nine through 12

Classification is established at the beginning of the fall semester only. Exceptions are made for junior students who become eligible for spring graduation on the basis of credits earned during the fall semester. High school principals are responsible for the classification of students. [Information regarding promotion/retention is found in policy EIE (LOCAL)]

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school level 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 nine. 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 [see 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.

For information related to the development of Personal Graduation Plans for high school students, see Personal Graduation Plans for Students Under the Foundation Graduation Program on page 34.

PSYCHOLOGICAL AND SOCIAL SERVICES

Psychological and Social Services is a unique department within the Dallas ISD serving primarily general education students who are experiencing significant social, emotional, or academic difficulties. The department is comprised of licensed specialists in school psychology (LSSP) and licensed social workers with personnel assigned to each campus. These student-centered professionals provide pre-

vention, intervention, and crisis services, including consultation on suicide and violence risk assessments for prekindergarten through 12th-grade students. Services may be initiated by a referral from the Student Support Team or a counselor, parent, or administrator referral. [For additional information, see policy FFE (LEGAL) and (LOCAL).]

Psychological Exams, Tests, or Treatment

The school will not conduct a formal psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by the Texas Education Agency for child abuse investigations and reports. Evaluations for special education eligibility will be conducted by the Special Education Department.

RELEASE OF STUDENTS FROM SCHOOL

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.

When a student is being removed from the campus for disciplinary reasons, parents should be contacted to pick up the student. When parents are not able or willing to pick up the student being removed for disciplinary reasons, to protect student safety, the following guidelines should be followed:

- Students should be placed in in-school suspension or other appropriate areas of isolation if parents are not able to pick them up.
- Administrators should not transport students in their own vehicles to their home or parent's workplace as they would be liable for any accident or injury that occurs.
- Police and Security Services should be called to pick up students whose behavior continues to compromise the safety and security of the campus and creates a public nuisance.

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 principal and the student's parent.

REPORT CARDS AND CONFERENCES

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). Also, see GRADING on page 25.

SAFETY

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 other students 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
- 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
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students-

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 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 (names of doctors, emergency phone numbers, allergies, etc.) up to date. Please contact the school office and the school

nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

If schools are to be closed when inclement weather is forecasted or prevalent, the Communications Department shall post information on the district's website, Facebook page, and Twitter feed and notify TV and radio stations so that students, their parents, and employees can make plans accordingly.

Once the school day has commenced, the district shall hold the schools open all day regardless of weather. Only in extenuating circumstances, i.e., lack of heat, damage to the building, or the like, will consideration be given for early release of students and/or staff. This consideration will be made on an individual school basis and determined by the superintendent or designee. The safety, health, and well-being of the students will remain a priority.

SCHOOL LUNCH PROGRAM

All students receive a meal at no charge. Students may choose from a variety of foods, including fruits and vegetables, whole grain rich items, lean meats, vegetarian entrees and low-fat dairy. Students are allowed to select foods they want to eat, but must select a fruit or vegetable at both breakfast and lunch as part of the free meal. Breakfast in the classroom is provided in all elementary schools and will be implemented in all middle schools in the fall 2014.

Students may purchase additional menu items when the meal is selected. Elementary and middle school students may purchase snack items one item at a time, near the end of the meal period. Some schools have opted to limit snack sales to two days a week—on Tuesdays and Thursdays only—at the time the meal is served. High school students can purchase snack items at the time the meal is served. All menu and snack items meet the federal and state nutrition standards. Parents may place money in students' accounts for extra menu and snack items by going to www.mypaymentsplus.com, or they can restrict the purchase of any snack items by their children by contacting the school's cafeteria supervisor.

A free supper program is available at many schools that offer after-school educational or enrichment activities. Many elementary schools receive a fruit or vegetable snack during the day as part of the Fresh Fruit and Vegetable Program. Summer meals are available at district locations that offer summer programs. Locally produced food is featured regularly on school menus, including fruits, vegetables, milk, and breads. Meals are prepared with care in

campus kitchens by a team of dedicated staff. A Menu Advisory Committee meets monthly at the Maria Luna Food Service Facility and is open to parents and students.

Menu modifications for special dietary needs are available as needed with a diet order. For more information, contact your school cafeteria or school nurse. The district follows the federal and state guidelines regarding foods served or sold on school premises during the school day. [For more information, see policy CO (LEGAL) and FFA (REGULATION).]

SEARCHES, METAL DETECTORS, AND VIDEO CAMERAS

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law. Searches may include but are not limited to a student's outer clothing, a vehicle driven to school by a student and parked on school property, and the student's desk or locker. Any searches of personal telecommunications or other 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).]

Students also may be subject to search by a metal detector on a random or regular basis—or on the basis of individualized reasonable suspicion.

Video/audio equipment may be used to monitor student behavior on buses and in common areas on campus. Students will not be told when the equipment is being used. See the *Student Code of Conduct*.

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited-English proficiency or who are English-language learners, students diagnosed with dyslexic, 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 student's counselor.

STANDARDIZED TESTING

Many colleges require either the SAT or the ACT exam for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; admissions exams are usual-

ly taken at the end of the junior year. (Prior to enrollment in a Texas public college or university, most students must take a standardized test.) The Preliminary SAT (PSAT) and ACT-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT. Beginning in April 2014, the ACT-Plan has been replaced by the ACT-Aspire, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

Test	Date	Test	Date
SAT	October 11, 2014	ACT	September 13, 2014
	November 8, 2014		October 25, 2014
	December 6, 2014		December 13, 2014
	January 24, 2015		February 7, 2015
	March 14, 2015		April 18, 2015
	May 2, 2015		June 13, 2015
	June 6, 2015		
PSAT/NMSQT*	October 15 or 18, 2014	College Board AP Exams**	May 4-8 and 11-15, 2015

*The PSAT/NMSQT that qualifies students for scholarships and National Merit recognition is taken in October of the student's junior year.

**AP Exams provide students the opportunity to receive college credit if they obtain qualifying scores.

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 will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades three through eight
- Reading, annually in grades three through eight
- Writing, including spelling and grammar, in grades four and seven
- Science in grades five and eight
- Social Studies in grade eight

Successful performance on the reading and math assessments in grades five and eight is required by law in order for the student to be promoted to the next grade level. See Promotion and Retention on page 42 for additional information.

The STAAR Alternate, will be available for students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee. A student's ARD committee also will determine whether successful performance on the assessments will be required for graduation within the parameters identified in state rules and the student's Personal Graduation Plan.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited-English proficient (LEP) and who require this type of testing accommodation.

Additional information may be found on the Texas Education Agency's (TEA) website at www.tea.state.tx.us/student.assessment.

End-of-Course Assessments for Students in Grades 9-12

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state

law and rules, and will affect the plan under which the student may graduate.

There are three testing windows during the year in which a student may take an End-of-Course (EOC) assessment, which will occur during the fall, spring, and summer months. In each content area (English language arts, mathematics, science, and social studies), a student must achieve a satisfactory score. A student who does not achieve a satisfactory score on any individual assessment will be required to retake the assessment.

Impact of STAAR/EOCs on Graduation Plans

Beginning with students entering grade nine in 2011-2012, students must meet the following additional graduation requirements:

Minimum Plan: required credits, plus meet the satisfactory score for each of the core content areas.

Recommended Plan: required credits, plus meet the satisfactory score for each of the 4 core content areas and meet the minimum standard on the English III and Algebra II EOCs.

Distinguished Plan: required credits and advanced measures plus meet the satisfactory score for each of the 4 content areas and meet the *college readiness standard* on the English III and Algebra II EOCs.

Also see Course Credit, Grading Guidelines, and Graduation for additional information.

Texas Success Initiative Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment also may be required before a student enrolls in a dual-credit course offered through the district. Achieving certain benchmark scores on this assessment for college readiness also may waive certain EOC assessment requirements in limited circumstances.

STEROIDS

Parents and students should be aware that state law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Bodybuilding, 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 participating in UIL athletic competition may be subject to random steroid testing. Go to www.uiltexas.org/health/steroid-information for more information.

STUDENTS IN FOSTER CARE

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

A student who is placed in foster care and who is moved outside of the district's attendance boundaries is entitled to remain enrolled at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the Dallas ISD if he or she meets the district's graduation criteria.

For questions, please contact the district's foster care liaison, Sylvia Lopez, at (972) 925-3505.

STUDENT SPEAKERS

See policy FNA (LOCAL).

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services maintains information regarding children's mental health and substance abuse intervention services on its website at www.dshs.state.tx.us/mhsa-child-adolescent-services.

SUICIDE AWARENESS

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of students. If you are concerned about your child, go to the Texas Suicide Prevention website at www.texasuicideprevention.org or contact the school counselor for more information related to suicide prevention services available in your area.

SUMMER SCHOOL EXTENDED-YEAR PROGRAMS

PK-K

The Texas Administrative Code (TAC) Section 89.1250, Required Summer School Programs, requires districts to provide a summer school program for limited-English-proficient (LEP) students who will be eligible for admission to kindergarten and first grade at the beginning of the next school year. Districts operating a two-semester system shall offer the program for one-half day for eight weeks while school is recessed for the summer or a total of 120 hours of instruction.

Grades 1-12

Any student in grades one through 12 who does not meet the criteria outlined for promotion to the next grade level due to academic achievement may attend extended-year program(s) provided by the district in applicable content areas. A student who attends at least 90 percent of the extended-year program days in the applicable content area(s) shall be promoted to the next grade level at the beginning of the school year but only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

A maximum of two middle school foundation courses may be taken in summer school. A student who has failed three foundation courses may attend summer school and shall be eligible for promotion if his or her summer school grades enable him or her to meet the promotion criteria. A student who attends 90 percent of the summer school session in one or two failed foundation courses may be exempted from the mandatory accelerated instruction program. A student who has failed more than three foundation courses may attend summer school if he or she so chooses, but shall not be eligible for promotion.

TEEN PREGNANCY AND PARENTING-RELATED SERVICES

The Health Services Department Teen Pregnancy and Parenting Program provides supplemental services to the regular education program for the purpose of increasing the academic achievement and reducing the dropout rate of pregnant and parenting teens. Case management services are provided to meet the emotional, social, physical health, and financial needs of the pregnant and parenting student. Services are provided to assist and support the student's academic achievement through graduation while learning to manage the responsibilities of parenthood.

For other nontraditional academic opportunities, see Correspondence Courses, Credit by Exam, and Summer School.

TRANSFERS BETWEEN DISTRICT SCHOOLS

[See policies FD (LEGAL) and (LOCAL); FDA (LEGAL); FDB (LEGAL), (LOCAL), and (REGULATION); and FDAA (LEGAL).]

General Authority

The Board of Trustees or its designee may assign and transfer any student from one school facility or classroom to another facility or classroom within its jurisdiction. *Education Code 25.031*

Students requesting a transfer may lose eligibility to participate in UIL activities for at least one calendar year, depending on the transfer.

Curriculum Transfers

Students may request a transfer from their neighborhood school to the school nearest to their neighborhood to take a course that is not offered in their home school, provided a student transfer application form is completed and approved, and space is available in the receiving school. Students have until the last day of the spring transfer period to apply for a transfer for the next school year. Transportation is not provided.

Hardship and Medical Transfers

Students may request a transfer from their neighborhood school to attend another Dallas ISD school with available space if personal or family circumstances prevent a student from attending the assigned school, provided a student transfer application form is completed and approved, and space is available in the receiving school. Students have until the last day of the spring transfer period to apply for a transfer for the next school year. Students requesting transfer for medical reasons also must complete the student transfer form. Transportation is not provided.

School Choice Transfers/Public Education Grant (PEG)

State law enables students in certain schools identified by the state to apply for transfers to other schools within the district dependent upon space availability. The state criteria for these schools are that (1) fewer than 50 percent of the school's students passed either the reading, writing, or mathematics section of the TAKS in two of the last three years, or (2) the school was rated by the Texas Education Agency as academic unacceptable in any of the last three years. Students have until the last day of the spring semester to apply for a School Choice Transfer for the following year. If a student wishes to transfer outside the district, he/she must contact the other district. If a student wishes to transfer to a school within the district, he/she must follow the procedures for a student transfer. Transportation is not provided.

Senior Option

Seniors who move into another Dallas ISD high school attendance area will be allowed, without transfer, to finish in the school where they are enrolled if they have sufficient credits to complete their work within that year. Seniors who have completed most of their work in a Dallas ISD high school and who move out of the area may elect to receive their diploma from their Dallas ISD high school. They may offer as much as one semester's work in the new school toward credit for their diploma, provided they have passed the state exit exam and their work fulfills graduation requirements. Careful planning with the receiving school to arrange for meeting deadlines is necessary.

Transfer of Students Who Move During a Semester

In the event a student has moved during a semester he/she has the right to stay at the current school until the end of the semester in which the move occurs or they may immediately move to the school assigned to their new address. [See policy FDB (REGULATION).]

TRANSPORTATION

Buses and Other School Vehicles

The district makes school bus transportation available to all eligible 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 or on the district's website at www.dallasisd.org/busroutes.

See the *Student Code of Conduct* for provisions regarding transportation to the Disciplinary Alternative Education Program.

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. Students must:

- Follow the driver's directions at all times
- Ride the bus only if eligible
- Not bring friends or unauthorized persons to ride the bus
- Be at the bus stop a minimum of five minutes prior to bus stop time
- Enter and leave the bus or van in an orderly manner at the designated stop nearest home
- 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 on school buses
- Observe all usual classroom rules
- Be seated while the vehicle is moving
- Fasten seat belt when directed or when the bus is moving (if bus is equipped with seat belts)
- Wait for the driver's signal upon leaving the bus or van and before crossing in front of the vehicle

School-Sponsored Trips

Students who participate in school-sponsored trips, excursions, or tours are required to use transportation provided by the school to and from the event. Exceptions may be made only if the student presents a written request signed by the parent or guardian to the principal the day before the scheduled event that the student be allowed to ride with a person designated by the parent or guardian, or that the student be allowed to furnish and drive the student's own transportation. The district shall not be liable or responsible for any action, injuries, or damages that occur to students riding in vehicles that are not provided by the school. See policy FDB (LOCAL).

Student Bus Riders' Conduct

Certain rules of conduct are necessary for the safety of all students who ride the bus. Students displaying the following infractions will be reported to the principal by the bus driver.

- Improper boarding/departing procedures
- Bringing any type of weapon or other article of injurious or objectionable nature aboard the bus
- Failure to remain seated when directed or when the bus is moving
- Refusing to obey the driver or monitor or addressing the driver or monitor in disrespectful manner
- Fighting with, pushing, tripping, or assaulting another person
- Eating or drinking on the bus
- Extending any part of a student's body, clothing, or any other article outside a bus window
- Throwing, pitching, or shooting objects inside or out of the bus

- Lighting matches or smoking on the bus
- Spitting or littering
- Unnecessary noise
- Tampering with bus equipment or vandalizing any part of the bus
- Rude, discourteous, or annoying conduct
- Destruction of property
- Using profanity
- Harassing or distracting the driver
- Possession or use of tobacco, tobacco products, drugs, abusable volatile chemicals, or alcohol
- Public lewdness or indecent exposure
- Making a false alarm or report or terroristic threat
- Engaging in conduct that constitutes a felony
- Other behavior detrimental to safety, well-being, and respect for others

School transportation is a privilege and not a state requirement. The slightest distraction to the driver may have significant student safety consequences. Appropriate student behavior is essential to the safe operation of the school bus. School campus administrators are responsible for the students while on the bus and reserve the right to resolve discipline problems that occur between home and campus. It is the duty of the principal, not the driver, to exclude a child from riding a school bus. The principal shall take steps to maintain acceptable student conduct, including the discretion to deny the privilege of school bus transportation. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus.

Students should be aware that the bus is an extension of the school. All *Student Code of Conduct* offenses are subject to the same disciplinary actions and consequences while riding Dallas ISD-provided transportation.

VANDALISM

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, littering, defacing, or damaging school property will not be 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*.

VENDING MACHINES

The district has adopted and implemented the state and federal policies and guidelines for food service and issued time and place rules in the Wellness Policy FFA (REGULATION). Elementary students do not have access to vending machines until 30 minutes after the end of the school day. Middle school students have access to vending machines beginning 30 minutes after the end of the last lunch period. High school students do not have access to vending machines during breakfast, lunch, or supper meal periods. All foods and beverages offered in vending machines must meet the federal and state nutrition standards. [See policy FFA (REGULATION).]

VIDEO CAMERAS

For safety purposes, video 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 recordings routinely and document student misconduct. Discipline will be in accordance with the *Student Code of Conduct*.

VISITORS TO THE SCHOOL

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 principal's office and must comply with all applicable district policies and procedures included in GKC (LEGAL), (LOCAL), and (REGULATION) and may be asked for identification such as a driver's license or other photo ID.

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.

VOLUNTEERING

Volunteers support success in schools. In the interest of children's safety and well-being, state law and district policy GKG (LOCAL) require that all Dallas ISD volunteers (students, parents, and community members) complete the district's volunteer application, undergo a criminal record check, and participate in orientation and training [see policy GKG (REGULATION)].

These steps are necessary for those who wish to provide volunteer service:

- Each year (after August 1) apply online at www.dallasisd.org/Page/322. If you do not

have access to a computer, the school may assist you. Upon completion of the online form, you will receive a message of congratulations or a request to follow up to discuss your application.

- Participate in the mandatory orientation, which includes district guidelines, policies, and procedures for the volunteer's role in the school's learning environment. Orientation may be provided on campus. Sessions also are held monthly at the district's administration building, 3700 Ross Ave.
- Consult with campus volunteer coordinator (principal's designee) to discuss opportunities and responsibilities.

It is essential for schools to maintain appropriate numbers of chaperones for field trips. If you wish to become a field trip chaperone, apply to volunteer in the fall semester by September 30 and in the spring semester by January 31.

If you have completed an application at another campus, e-mail partners@dallasisd.org or call (972)

925-3920 so the new school can be added to your volunteer record.

VOTER REGISTRATION

Students who are eligible to vote in any local, state, or federal election may obtain voter registration applications from the main office of their high school.

WITHDRAWING FROM SCHOOL

Minor students may be withdrawn from school by the student's parent or guardian stating the reason for the withdrawal. Students 18 or older, or who have established residence away from home may request withdrawal without a parent or guardian's signature [see policy FD (LOCAL)]. On the student's last day, the withdrawal form must be obtained from the (elementary) data controller or the (secondary) registrar and presented to each teacher for current grade averages, absences, and book and equipment clearance; to the librarian to ensure a clear library record; to the counselor for course clearance; and finally, back to the data controller or registrar. A copy of the withdrawal form will be given to the student, and a copy will be kept at the school.

GLOSSARY

Accelerated instruction is an intensive supplemental 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.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. The ACT-Aspire is usually taken by students in grade 10.

ACT refers to one of the two most frequently used college or university admissions exams. The test may be a requirement for admission to certain colleges or universities.

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 sometimes responsible for reviewing a student's absences when the student's attendance drops below 90 percent of the days the class is offered. Under guidelines adopted by the Board of Trustees, 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.

DAEP stands for Disciplinary Alternative Education Program, a placement for students who have violated certain provisions of the *Student Code of Conduct*.

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP 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.

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.

LAT stands for linguistically accommodated testing, which is an assessment process for recent immigrant English-language learners who are required to be assessed in certain grades and subjects under the NCLB Act.

PGP stands for Personal Graduation Plan, which is required for high school students and for any student in middle school who fails a section of 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 nine.

PSAT is the preparatory and readiness assessment for the SAT.

SAT refers to one of the two most frequently used college or university admissions exams. 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, with a majority of whom must be parents, appointed by the Board of Trustees 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 and requires 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, which became effective for certain students beginning in the 2011–2012 school year.

STAAR Alternate 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 Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English-language learners.

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 end-of-course assessments 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 of Trustees 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.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English-language learners make in learning the English language. The assessment is administered to those who meet the participation requirements in kindergarten through grade 12.

TSI (Texas Success Initiative) assessment is designed to measure the reading, mathematics, and writing skills that entering college freshmen 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 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.

**Student Code of Conduct and Student Handbook
Contract Campus Copy**

As the parent/guardian of the student listed below, I hereby confirm that I have been given a copy of the Dallas Independent School District's Student Code of Conduct and that:

1. I accept the responsibilities expected of me as a parent/guardian of a student.
2. I acknowledge receipt of the policies, procedures, rules, regulations, and practices as presented in this document.
3. I have read the procedures listed in the appeal process.
4. I accept the consequences should my child fail to abide by these provisions.

Date

Name of Student (please print)

Parent's/Guardian's Signature

NOTE: This handbook is designed to be used as a guide for parents/guardians and students of the Dallas Independent School District.

This form is to be signed and returned by the student within five days of the time this handbook is distributed and discussed. The signature sheet is to be filed in the student's permanent record folder for the 2014-2015 school year.

**Student Code of Conduct and Student Handbook
Acknowledgement Receipt
Student/Parent Copy**

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[illegible]