

2022 - 2023 Elementary/Intermediate Handbook Changes

Added a new “Kindergarten Acceleration” definition

Added “ACE” to Non-Traditional Programs

Eliminated Ala-Cart Items from Cafeteria Policy

Changed the price of Adult Breakfast to \$3.00 and Adult Lunch to \$4.50

All **Blue** Font has been added by TEA

All **Red** Font has been deleted by TEA

<p>[See Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 6.]</p>	
<p>Consent Before Human Sexuality Instruction</p>	
<p>Before a student receives human sexuality instruction, the district must obtain written consent from the student’s parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.</p>	<p>State law requires a parent to give consent, or opt in, prior to the student’s participation in human sexuality instruction. The district’s request for the parent’s written consent:</p>

Text	Editorial Notes and Additional Resources
	<ul style="list-style-type: none"> • May not be included with any other notification or request for written consent provided to the parent; and • Must be provided to the parent no later than the fourteenth day before the date on which human sexuality instruction will begin.
<p>Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking</p>	
<p>Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student’s parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.</p>	<p>SB 9 (87th Texas Legislature, Second Called Session) requires a parent to give consent, or opt in, prior to a student’s participation in instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking. The district’s request for the parent’s written consent:</p> <ul style="list-style-type: none"> • May not be included with any other notification or request for written consent provided to the parent; and • Must be provided to the parent no later than the fourteenth day before the date on which this instruction will begin.
<p>Annual Notification</p>	
<p>Students in middle OR junior high school and high school receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.</p> <p>Include a detailed description of the content of instruction and curriculum materials relating to the prevention of child abuse, family violence, dating violence, and sex trafficking here. For further information, see the district’s abuse prevention instruction website at Insert URL here.</p> <p>In accordance with state law, a parent may:</p> <ul style="list-style-type: none"> • Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this 	<p>Before each school year, districts must provide written notice to a parent of each student who will receive this instruction. Notice must include:</p> <ul style="list-style-type: none"> • A statement informing the parent of the requirements under state law regarding instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking; • A detailed description of the curriculum materials that will be used in this instruction; • A statement that any curriculum materials in the public domain used for this instruction must be posted to the district website with the website address where the materials are located; • Information describing the opportunity for parental involvement in the development of this curriculum; and • A statement of the parent’s right to: <ul style="list-style-type: none"> • Review or purchase a copy of the curriculum materials;

Text	Editorial Notes and Additional Resources
<p>instruction will be posted on the district's website at the location indicated above.</p> <ul style="list-style-type: none"> Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties. Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.) Use the district's grievance procedure concerning a complaint. See Complaints and Concerns (All Grade Levels) on page 64 and FNG for information on the grievance and appeals process. <p>[See Consent to Human Sexuality Instruction on page 4; Dating Violence on page 73; and Child Sexual Abuse, Trafficking, and Other Maltreatment of Children on page 53]</p>	<ul style="list-style-type: none"> Remove the student without penalty from this instruction; and Use the district's grievance procedure concerning a complaint. <p>Modify the text to reflect district practice.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> Education Code 28.004 EHAA(LEGAL) and (LOCAL) EHAA in the RRM

[insert email address]

[insert phone number]

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

[See Mental Health Support on page 114.]

Text	Editorial Notes and Additional Resources
<p>Participation in Third-Party Surveys</p>	
<p>Consent Required Before Student Participation in a Federally Funded Survey</p>	
<p>The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.</p> <p>A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:</p> <ul style="list-style-type: none"> Political affiliations or beliefs of the student or the student's parent; Mental or psychological problems of the student or the student's family; Sex behavior or attitudes; Illegal, antisocial, self-incriminating, or demeaning behavior; Critical appraisals of individuals with whom the student has a close family relationship; Legally recognized privileged relationships, such as with lawyers, doctors, and ministers; Religious practices, affiliations, or beliefs of the student or parent; or Income, except when the information is required by law and will be used to determine the student's eligibility for a program. <p>A parent can may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]</p>	<p>Schools must provide this notice at the beginning of every school year and include specific or approximate dates when these activities are scheduled. A model consent form is available in the set of required forms.</p> <p>Because most districts receive some funds provided by the Department of Education (ED), districts must notify parents of any survey that concerns any protected area, regardless of whether the survey is funded by the ED.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> 20 U.S.C. 1232h EF(LEGAL) Protection of Pupil Rights Amendment (PPRA) General Guidance (https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance) PPRA Model General Notice of Rights (https://studentprivacy.ed.gov/node/491)
<p>"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information</p>	
<p>The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:</p>	<p>Schools must provide parents this notice at the beginning of every school year. [See the Consent/Opt-Out Notice for Student Participation in a Protected Information Survey form located with the Acknowledgment and Consent</p>

Text	Editorial Notes and Additional Resources
<ul style="list-style-type: none"> Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others. 	forms.] Include specific or approximate dates of activities during the school year.
<ul style="list-style-type: none"> Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student. <p>Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]</p>	<p>Districts are not required to notify parents of the:</p> <ul style="list-style-type: none"> Physical fitness assessment; or Type 2 diabetes risk assessment (in regions where this assessment is required). <p>Additional Resources:</p> <ul style="list-style-type: none"> EF(LLEGAL) FFAA(LLEGAL)
<p>A parent may inspect:</p> <ul style="list-style-type: none"> Protected information surveys of students and surveys created by a third party; Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and Instructional material used as part of the educational curriculum. <p>The ED provides extensive information about the Protection of Pupil Rights Amendment (https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), including a PPRA Complaint Form (https://studentprivacy.ed.gov/file-a-complaint).</p>	
<p>Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction</p>	
<p>See Consent to Human Sexuality Instruction on page 4 and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 6 for information on a parent's right to remove a student from any part of the district's human sexuality such instruction.</p>	Districts should modify this cross-reference if the handbook does not include notice for consent for human sexuality instruction.

Text	Editorial Notes and Additional Resources
<p>Religious or Moral Beliefs</p>	
<p>A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.</p> <p>The removal may not be used to avoid a test and may not extend for an entire semester. Further, The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.</p>	<p>Additional Resources:</p> <ul style="list-style-type: none"> Education Code 26.002, .010 EMB(LLEGAL)
<p>Tutoring or Test Preparation</p>	
<p>A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:</p> <ul style="list-style-type: none"> Informal observations; Evaluative data such as grades earned on assignments or tests; or Results from diagnostic assessments. <p>The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.</p> <p>In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.</p> <p>Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.</p> <p>[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See Standardized Testing on page 153 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]</p>	<p>See EC in the <i>RRM</i> for a model form for parent consent to remove a student from class for remedial tutoring or test preparation.</p> <p>For information on removing students from activities for accelerated instruction required by state law, see the Editorial Notes and Additional Resources at Standardized Testing on page 153.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> Education Code 25.083(b), 29.084 EC(LLEGAL) EHBC(LLEGAL)

Text	Editorial Notes and Additional Resources
Right of Access to Student Records, Curriculum Materials, and District Records/Policies	
Instructional Materials	
<p>A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.</p> <p>A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.</p> <p>A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.</p>	<p>State law specifies that a parent's right to examine instructional materials applies whether instruction is delivered in-person, virtually, or remotely.</p> <p>Beginning December 2, 2021, SB 3 (87th Texas Legislature, Second Called Session) requires a school district to provide login credentials to each student's parent for any learning management system or online learning portal used to assign, distribute, present, or make available instructional materials to students.</p> <p>State law does not require a district to purchase print editions of relevant electronic instructional materials for a student who does not have reliable access to technology at home.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 26.006 • EF(LEGAL)
Notices of Certain Student Misconduct to Noncustodial Parent	
<p>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 the Student Code of Conduct and policy FO(LEGAL) for more information.]</p>	<p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 37.0091 • FO(LEGAL) • Student Code of Conduct
Participation in Federally Required, State-Mandated, and District Assessments	
<p>In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.</p>	<p>Additional Resources:</p> <ul style="list-style-type: none"> • 20 U.S.C. 6312(e)(2)

Text	Editorial Notes and Additional Resources
<p>discussed here and at Objecting to the Release of Directory Information on page 11, are the right to:</p> <ul style="list-style-type: none"> Inspect and review student records within 45 days after the day the school receives a request for access; Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA; Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent; and File a complaint (https://studentprivacy.ed.gov/file-a-complaint) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. <p>For more information about how to file a complaint, see https://studentprivacy.ed.gov/file-a-complaint.</p>	<ul style="list-style-type: none"> File a FERPA or PPRa Complaint (https://studentprivacy.ed.gov/node/490) A Parent's Guide to FERPA (https://studentprivacy.ed.gov/resources/ferpa-general-guidance-parents)
<p>Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.</p> <p>Before disclosing personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.</p>	<p>A district must annually notify parents and eligible students about their rights under FERPA by any means reasonably likely to inform them of their rights. Authorized Inspection and Use of Student Records on page 19 may be used to satisfy this notice requirement and, if so, it should be translated in a language understood by the parents of students whose primary or home language is not English.</p>
<p>Virtually all information pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.</p>	
<p>Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.</p> <p>Federal law requires that control of the records goes to the student as soon as the student:</p> <ul style="list-style-type: none"> Reaches the age of 18; 	<p>Because violation of this federal law can mean loss of federal education funds, all staff members with access to student records should be trained regarding federal confidentiality protections.</p>

Text	Editorial Notes and Additional Resources
<p>insert mailing address</p> <p>insert email address</p> <p>insert phone number</p>	
<p>A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.</p> <p>A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.</p> <p>Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees determines that; the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.</p> <p>[See Report Cards/Progress Reports and Conferences on page 140, Complaints and Concerns on page 64, and Finality of Grades at policy FNG(LEGAL).]</p> <p>The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office for on the district's website at insert URL.</p> <p>Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.</p>	

Text	Editorial Notes and Additional Resources
<p>A Student in the Conservatorship of the State (Foster Care)</p>	<p>The Administrative Code requires districts to convene an enrollment conference with the student:</p> <ul style="list-style-type: none"> • Within the first two weeks of enrollment; or • Within the first two weeks after the student is identified as in substitute care. <p>The district must develop systems to ease transitions for students who are in substitute care.</p>
<p>A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.</p> <p>The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.</p> <p>The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LLOCAL).]</p>	<p>See FD in the <i>RRM</i> for regulations for coordination with foster care and homeless liaisons in admissions.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • 19 TAC 74.24, .26 • EHDC(LLEGAL) • EI(LLEGAL) • FD(LLOCAL) • FFC(LLEGAL) • Foster Care & Student Success (https://tea.texas.gov/FosterCareStudentSuccess/)
<p>A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.</p>	<p>Every Student Succeeds Act (ESSA) provisions require a district receiving Title I, Part A funds to collaborate with the state or local child welfare agency to develop and implement written transportation procedures to allow a child in foster care to remain in the school of origin, unless it is not in the student's best interest. [See CNA(LLEGAL).]</p> <p>TASB Policy Service, with TEA collaboration, has developed a sample regulation and exhibits addressing the transportation of students in foster care, available at FFC in the <i>RRM</i>.</p>
<p>If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.</p>	<p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 25.001(g)–(g-1); 28.025(i) • EIF(LLEGAL)

Text	Editorial Notes and Additional Resources
<p>For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See Children of Military Families on page 25.]</p> <p>Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and will be monitored by the district. For more information, see Telecommunication and Other Electronic Devices on page 152 .</p>	
<p>Secondary Grade Levels</p>	<p>Delete this section if your handbook is not intended for secondary grade levels.</p>
<p>The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.</p> <p>[See Driver License Attendance Verification on page 46.]</p>	<p>State law allows a district to excuse a student who is 15 years of age or older for one day during the student's enrollment in high school to visit a driver's license office to obtain a learner license and one day to visit a driver's license office to obtain a driver license.</p> <p>Districts should adjust or delete this text if they do not authorize excused absences for these purposes in FEA(LOCAL).</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> FEA and FEB in the <i>RRM</i>
<p>The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided:</p> <ul style="list-style-type: none"> The board has authorized such excused absences under policy FEA(LOCAL); The principal has approved the student's absence; and The student follows campus procedures to verify the visit and makes up any work missed. 	

Text	Editorial Notes and Additional Resources
<p>in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.</p> <p>If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]</p> <p>[OR]</p> <p>[Choose the following option if the district does not use the principal's plan and instead relies on the attendance committee for all attendance-related issues:]</p> <p>To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]</p>	
<ul style="list-style-type: none"> With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the insert if applicable: principal or attendance committee will consider: Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject. [Include if appropriate to your district.] Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance—Exemptions on page 38 and absences for extracurricular activities will be considered extenuating circumstances. Whether the student or the student's parent had any control over the absences. Any information presented by the student or parent to the committee about the absences. 	<p>See Compulsory Attendance—Exemptions on page 38 for more information on state law regarding excused absences for serious or life-threatening illness or related treatment.</p> <p>Excused absences are counted as days of attendance for purposes of the compulsory attendance law [see FEA], but do not automatically count toward days of attendance for purposes of receiving credit or a final grade under state law. Most districts' FEC(LOCAL) policies consider these absences to be extenuating circumstances if all required documentation has been submitted and makeup work has been completed.</p> <p>Your district may consider absences for extracurricular activities an extenuating circumstance [see FM(LOCAL)].</p> <p>SB 15 allows a district to adopt a policy to exempt students from the requirements of the 90 percent attendance rule for one or more courses identified in the policy that are offered under a local remote learning program. If you district offers remote learning, adjust the text accordingly. EHDF(LEGAL), dealing with local remote learning programs, will be issued to districts in numbered policy Update 119.</p>

Text	Editorial Notes and Additional Resources
<p>The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).</p>	<p>The committee should consider a district-imposed exclusion from school because of head lice an extenuating circumstance. [See Lice on page 108.]</p> <p>A transfer or migrant student incurs absences only after he or she has enrolled in the district.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> Atty. Gen. Op. JC-398 (2001)
<p>If makeup work is completed, absences listed under Compulsory Attendance—Exemptions on page 36 will be considered extenuating circumstances.</p>	<p>Coordinate these guidelines with the district's FEC(LOCAL).</p> <p>Excused absences are counted as days of attendance for purposes of the compulsory attendance law [see FEA], but do not automatically count toward days of attendance for purposes of receiving credit or a final grade under state law. Most districts' FEC(LOCAL) policies consider these absences to be extenuating circumstances if all required documentation has been submitted and makeup work has been completed.</p>
<p>A transfer or migrant student incurs absences only after he or she has enrolled in the district.</p>	
<p>Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.</p>	<p>All absences should be considered for the 90 percent requirement. If your attendance committee considers a student's participation in extracurricular activities an extenuating circumstance, as allowed by FM(LOCAL), include the adjacent text. If not, delete this text.</p> <p>FEC(LOCAL)</p> <p>FM(LOCAL)</p>
<p>The committee will consider the acceptability and authenticity of documented reasons for the student's absences</p>	
<p>The committee will consider whether the student or student's parent had any control over the absences.</p>	<p>The committee should consider a district-imposed exclusion from school because of head lice an extenuating circumstance. [See Lice on page 100.]</p>
<p>The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.</p>	

Text	Editorial Notes and Additional Resources
<p>• The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.</p> <p>The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).</p>	
<p>Official Attendance-Taking Time (All Grade Levels)</p>	
<p>The district will take official attendance every day at <u>insert time a.m./p.m.</u></p> <p>A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.</p>	<p>SBOE rules allow districts to set an official attendance-taking time at any point during the instructional day. The district may not change the time during the school year.</p> <p>As permitted by SBOE rule, most districts' FEB(LOCAL) policies delegate to the superintendent the authority to designate the district's official attendance-taking time and establish procedures for recording absences for a campus or a group of students at an alternative time from the district's official attendance-taking time.</p> <p>Any decision to record absences in an alternative time for a campus or group of students must be in accordance with TEA's Student Attendance Accounting Handbook (https://tea.texas.gov/finance-and-grants/financial-compliance/student-attendance-accounting-handbook) and should be reflected in the adjacent text.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • 19 TAC 129.21 • FEB(LEGAL) and (LOCAL) • FEB in the <i>RRM</i>
<p>Documentation after an Absence (All Grade Levels)</p>	
<p>A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.</p>	<p>Revise the text according to the district's documentation requirements for student absences and any procedures regarding excused or unexcused absences.</p> <p>FEB in the <i>RRM</i> has sample procedures and forms to assist you with documenting absences.</p>

Text	Editorial Notes and Additional Resources
<p>and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 6.]</p>	
<p>Warning Signs of Trafficking</p>	
<p>Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.</p> <p>Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers make contact with victims online.</p> <p>Possible warning signs of sexual trafficking in children include:</p> <ul style="list-style-type: none"> • Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude; • Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology); • Tattoos or branding; • Refillable gift cards; • Frequent runaway episodes; • Multiple phones or social media accounts; • Provocative pictures posted online or stored on the phone; • Unexplained injuries; • Isolation from family, friends, and community; and • Older boyfriends or girlfriendsromantic partners. <p>Additional warning signs of labor trafficking in children include:</p> <ul style="list-style-type: none"> • Being unpaid, paid very little, or paid only through tips; • Being employed but not having a school-authorized work permit; 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • Penal Code 20A.02 • Human Trafficking of School-aged Children (https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) • Identifying and Reporting Suspected Child Abuse, Neglect, and Human Trafficking Requirements Checklist (https://tea.texas.gov/sites/default/files/Human%20Trafficking%20Requirements%20Checklist%20Final%20EDITS%2012-11-2020.pdf) • National Center on Safe Supportive Learning Environments: Human Trafficking in America's Schools (https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking)

Text	Editorial Notes and Additional Resources
<ul style="list-style-type: none"> • Being employed and having a work permit but clearly working outside the permitted hours for students; • Owing a large debt and being unable to pay it off; • Not being allowed breaks at work or being subjected to excessively long work hours; • Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss; • Not being in control of his or her own money; • Living with an employer or having an employer listed as a student's caregiver; and • A desire to quit a job but not being allowed to do so. <p>[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 6.]</p>	
<p>Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children</p>	
<p>Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.</p> <p>To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your</p>	<p>Every school is required by state law to post a sign that includes the toll-free telephone number (in bold print) operated by the Department of Family and Protective Services to receive reports of child abuse or neglect. This sign must be posted in English and Spanish at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students.</p> <p>The sign must be on a poster (11x17 inches or larger) in large print and placed at eye-level to the student for easy viewing.</p> <p>Additionally, the sign must include directions to call 911 and directions for accessing the Texas Department of Family and Protective Services hotline (www.bxabusehotline.org).</p> <p>TEA offers posters (https://tea.texas.gov/sites/default/files/Human%20Trafficking%20Requirements%20Checklist%20Final%20EDITS%2012-11-2020.pdf) that meet this requirement.</p>

Text	Editorial Notes and Additional Resources
Class Schedules (Secondary Grade Levels Only)	
<p>All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.</p> <p>[See Schedule Changes on page 145 for information related to student requests to revise their course schedule.]</p>	<p>A principal might approve an exception from a full-day schedule for a student who:</p> <ul style="list-style-type: none"> • Has already met the state testing requirements, • Is on track to graduate, • Is employed, or • Is enrolled in post-secondary courses. <p>If your district requires every student to enroll in a full-day schedule in every circumstance, delete the adjacent statement or adjust the text to match district practice.</p>
College and University Admissions and Financial Aid (All Grade Levels)	
<p>For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:</p> <ul style="list-style-type: none"> • Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses)[see Foundation Graduation Program on page 95]; or • Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT. <p>The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.</p> <p>Should If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.</p>	<p>State law requires districts to notify students and parents, upon the student's initial enrollment in high school in a grade below grade 12, with information about the requirements to earn a high school diploma under the Texas First Early High School Completion Program and the Texas First Scholarship Program. TEA and the Texas Higher Education Coordinating Board (THECB) must develop and post on their websites a publication that a district may provide to students and parents to meet this new notification requirement.</p> <p>Watch for TEA alerts regarding publication of this information.</p> <p>State law provides for automatic admission to the valedictorian in a small graduating class of fewer than 10 students where the valedictorian might constitute more than 10 percent of the class. Therefore, there is no top ten percent for purposes of the automatic admissions law for these districts.</p> <p>TEA annually releases a "To the Administrator Addressed" letter addressing UT Austin's decisions regarding its automatic admission "cap" for incoming first-year students.</p> <p>Eligibility criteria (such as residency) that fall within district discretion for local honors cannot be applied to the procedure for calculating class rank standings for purposes of automatic admission.</p>

Text	Editorial Notes and Additional Resources
<p>The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2021 terms and spring 2022 From the summer 2022 term through the spring 2024 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.</p> <p>As required by law, the district will provide written notice concerning:</p> <ul style="list-style-type: none"> • Automatic college admission; • Curriculum requirements for financial aid; • Benefits of completing the requirements for automatic admission and financial aid; and • The Texas First Early High School Completion Program and the Texas First Scholarship Program. <p>Parents and students will be asked to sign an acknowledgment that they received this information.</p> <p>Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.</p> <p>[See Class Rank/Highest-Ranking Student on page 58 for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation on page 93 for information associated with the foundation graduation program.]</p> <p>[See Students in the Conservatorship of the State (Foster Care) on page 28 for information on assistance in transitioning to higher education for students in foster care.]</p>	<p>State law requires:</p> <ul style="list-style-type: none"> • High school officials to post information about the automatic admission standards; • High school counselors and class advisors to explain the automatic admission provisions and requirements of financial aid to eligible students; and • A district improvement plan to address how the district will provide information about college and university admissions and financial aid to students and parents at all grade levels. <p>Elementary campuses that have not included information on this topic in the past may add this provision to their handbooks.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 11.252, 28.026, 51.803 • 19 TAC 5.5, 61.1201 • BQ(LLEGAL) • EIC(LLEGAL) • TAA Letter 10/1/2020 UT-Austin Automatic Admission Policy (https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/the-university-of-texas-at-austin-automatic-admission-policy-1) • TAA Letter 9/23/2021 UT-Austin Automatic Admission Policy (https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/the-university-of-texas-at-austin-automatic-admission-policy-2) • TEA Automatic College Admission (https://tea.texas.gov/academics/graduation-information/automatic-college-admission)
College Credit Courses (Secondary Grade Levels Only)	
Students in grades 9–12 may earn college credit through the following opportunities:	The district is required to implement a program under which students may earn the equivalent of 12 semester credit hours of college credit in high school

Text	Editorial Notes and Additional Resources
<p>Kindergarten Acceleration</p> <p><i>[If the district or campus prepares a handbook for elementary schools with kindergarten classes, include the criteria for acceleration of a student who is five years old at the beginning of the school year.]</i></p>	<p>If appropriate to your campus or district, the superintendent will need to develop procedures for kindergarten acceleration and have them approved by the board.</p> <p>See Kindergarten Acceleration in EHDC(LOCAL).</p>
Students in Grades 1–5	
<p>A student in elementary school is eligible to accelerate to the next grade level if:</p> <ul style="list-style-type: none"> • The student scores at least an 80 on each board-approved examination in the subject areas of language arts, mathematics, science, and social studies; • A district administrator recommends that the student be accelerated; and • The student's parent gives written approval of the grade advancement. 	
Students in Grades 6–12	
<p>A student in grade 6 or above is eligible to earn course credit with:</p> <ul style="list-style-type: none"> • A passing score of at least 80 on an examination approved by the board; or • A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP); or • A score of 3 or higher on an AP examination, as applicable. <p>A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.</p>	<p>TASB Legal Services' Frequently Asked Questions on Credit by Exam (CBE) (https://www.tasb.org/services/legal-services/tasb-school-law-essource/instruction/documents/faqs-on-credit-by-exam.pdf) addresses the CBE assessment process, including the validation and audit requirements.</p>

Text	Editorial Notes and Additional Resources
<p>Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)</p>	
<p>Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.</p> <p>Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.</p>	<p>Coordinate with policy FFH.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 37.083, .0831 • FFH(LEGAL) and (LOCAL) • FFH in the <i>RRM</i>
<p>The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office [insert if applicable: or on the district's website at insert URL]. [See policy FFH for more information.]</p>	<p>Copies of FFH(LEGAL) and FFH(LOCAL) should be available at each campus and in the superintendent's office. If the district's policies are online, include the URL here.</p>
<p>Dating Violence</p>	
<p>Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures, on page 77. Include procedures for reporting dating violence here.</p> <p>Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a 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.</p> <p>Examples of dating violence against a student may include, but are not limited to:</p> <ul style="list-style-type: none"> • Physical or sexual assaults; • Name-calling; 	<p>Districts are required to develop and include in the district improvement plan provisions to address dating violence and should also address dating violence in policy FFH(LOCAL). The dating violence policy must address training in preventing dating violence for teachers and administrators at campuses for students in grade 6 or higher.</p> <p>SB 9 (87th Texas Legislature, Second Called Session) creates additional requirements for a district's dating violence policy. The policy must:</p> <ul style="list-style-type: none"> • Clearly state that dating violence is not tolerated at school; • Develop reporting procedures and guidelines for students who are victims of dating violence; and • Immediately inform the parent of both the alleged victim and alleged perpetrator when it receives a report of dating violence.

Text	Editorial Notes and Additional Resources
<ul style="list-style-type: none"> • Put-downs; • Threats to hurt the student, the student's family members, or members of the student's household; • Destroying property belonging to the student; • Threats to commit suicide or homicide if the student ends the relationship; • Threats to harm a student's past or current dating partner; • Attempts to isolate the student from friends and family; • Stalking; or • Encouraging others to engage in these behaviors. <p>In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.</p> <p>A flier (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) from the Texas Attorney General's office includes information on recognizing and responding to dating violence, including contact information for help. The counselor's office has additional information about the dangers of dating violence and resources for seeking help.</p> <p>For more information on dating violence, see:</p> <ul style="list-style-type: none"> • Texas Attorney General's office recognizing and responding to dating violence flier (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) • The CDC's Preventing Teen Dating Violence (https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html). <p>[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 6.]</p>	<p>Policy Service will recommend revisions to FFH(LOCAL) in Update 119, which will be issued to districts beginning in June and will address all policy components required by law.</p> <p>The Texas Attorney General Parenting and Paternity Awareness Curriculum, Session 10, includes the flier linked in the text and resources on recognizing relationship violence (https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum).</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • USED Teen Dating Violence in the United States Fact Sheet for Schools (https://www2.ed.gov/about/offices/list/oese/oshs/teendatingviolence-factsheet.html) • CDC Dating Matters: Strategies to Promote Healthy Teen Relationships (https://www.cdc.gov/violenceprevention/intimatepartnerviolence/datingmatters/index.html)

Text	Editorial Notes and Additional Resources
<ul style="list-style-type: none"> • Fees for optional courses offered for credit that require use of facilities not available on district premises. 	<p>Note: Fees authorized for optional courses are not permitted if the course is one requested by parents in accordance with Education Code 28.003. [See Graduation on page 93.]</p>
<ul style="list-style-type: none"> • Summer school for courses that are offered tuition-free during the regular school year. • A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles on page 163.] 	
<ul style="list-style-type: none"> • A maximum fee not to exceed of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements to be awarded credit or a final grade. The fee will be charged only if the parent or guardian signs a district-provided request form. 	<p>Under state law, a district may only charge for this purpose if the parent returns the form indicating that the fee does not create a financial hardship on the family nor discourages the student from attending the program.</p>
<ul style="list-style-type: none"> • In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN). 	
<p>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 insert position, such as the principal. [See policy FP for more information.]</p>	
<p>Fundraising (All Grade Levels)</p>	
<p>Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]</p>	<p>Include any local requirements or prohibitions. Coordinate with FJ(LOCAL), GE(LOCAL), and any applicable administrative regulations. See FJ and GE in the <i>RRM</i> for sample regulations and forms regarding student and parent group fundraising.</p> <p>Fundraising through sales of foods and beverages that could be consumed during the school day must meet the requirements for competitive foods unless the district allows an exception, as permitted by state and federal law. [See CO and FFA.]</p>

Text	Editorial Notes and Additional Resources
<p>A Personal Graduation Plan will be completed for each high school student, as described on page 99.</p> <p>State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, a-unless- after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will are-advised the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent and must then submit written permission to the school counselor for the student to graduate without an endorsement.</p> <p>A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.</p> <p>A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.</p> <p>A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.</p> <p>A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.</p>	<p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 28.02123, 28.025 • 19 TAC Chapter 74 • EI(LLEGAL) • EIF(LLEGAL) • EKB(LLEGAL)

Text	Editorial Notes and Additional Resources
<p>be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.</p> <ul style="list-style-type: none"> • Physical education. A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable. 	
<ul style="list-style-type: none"> • Languages other than English. Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. <ul style="list-style-type: none"> • A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language. • In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 28.002, .025, .0051 • 19 TAC 74.12(b)(5)
<p>Available Endorsements</p>	
<p>A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.</p>	
<p>FAFSA or TASFA Financial Aid Application Requirement</p>	
<p>Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).</p> <p>[Describe resources your district provides to help students complete and submit the FAFSA or TASFA here.]</p> <p>A student is not required to complete and submit a FAFSA or TASFA if:</p>	<p>This portion of the handbook helps fulfill the requirement in state law to notify students at the time a student first registers for one or more high school credit classes of the requirement to complete and submit a FAFSA or TASFA. Districts must provide more detailed information and instruction on this topic to students at the beginning of grade 12.</p> <p>Districts should describe any resources they provide to students and/or parents to help complete the FAFSA or TASFA, including handouts, websites, or workshops.</p>

Text	Editorial Notes and Additional Resources
<ul style="list-style-type: none"> The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out; A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or A school counselor authorizes the student to opt out for good cause. <p>Please contact the school counselor for more information.</p> <p>The district will confirm that a student has completed and submitted a FAFSA in accordance with TEA guidance. To confirm that a student has completed and submitted a TASFA, the student must submit: describe what the student must submit to prove that he or she has completed the TASFA.</p> <ul style="list-style-type: none"> A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite; Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA; A copy or screenshot of the FAFSA acknowledgment page; A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form); An acknowledgment receipt from an institution of higher education (IHE); or A copy of a financial aid award letter from an IHE. 	<p>Districts are required to use an opt-out form provided by TEA. The form must be made available in English, Spanish, and any other language spoken by a majority of students enrolled in a bilingual education or special language program. Districts are responsible for translations not provided by TEA. See TEA's sample Financial Aid Requirement form (https://tea.texas.gov/academics/college-career-and-military-prep/financial-aid-requirement).</p> <p>Districts are required to report to TEA the number of students who completed and submitted a FAFSA or TASFA application and the number of students who received an exemption from application.</p> <p>State law stipulates that a school counselor may only report that a student has not complied with the requirement to complete and submit a FAFSA or TASFA application if the district has provided an opt-out form to the student or student's parent.</p> <p>State law requires a district to develop policy for confirming that a student has completed and submitted a FAFSA or TASFA. Update 119 includes recommended revisions to EIF(LOCAL) to fulfill this requirement. The Student Handbook text has been revised to reflect these recommended revisions to policy, in accordance with law and TEA guidelines (https://tea.texas.gov/sites/default/files/guidancedoc_methodsproof_reportinq_FV.pdf).</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> Education Code 28.0256 19 TAC 74.1023 EIF(LEGAL) EIF in the <i>RRM</i>

Text	Editorial Notes and Additional Resources
Health—Physical and Mental	
Illness (All Grade Levels)	
<p>When your child is ill, please contact the school to let us know he or she will not be attending that day.</p> <p>State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.</p> <p>A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19.</p> <p>A full list of conditions for which the school must exclude children can be obtained from the school nurse.</p> <p>If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.</p>	<p>TAC provisions reflect the protocols associated with exclusion from school, the list of conditions for which the school must exclude students, and the list of reportable conditions.</p> <p>Because COVID-19 recommendations and requirements from state and federal authorities are subject to frequent change, we recommend asking parents to contact the school nurse in case of a diagnosis. The school nurse should keep up with any federal and state guidance and reporting requirements.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> 25 TAC 97.132, 97.2(d), 97.3, 97.7(a) [dealing with exclusion requirements] FFAD(LEGAL)
<p>The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.</p> <p>The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.</p>	<p>If the district does not employ a school nurse, adjust the text to match district practice.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> DSHS guidance on notifiable conditions (http://www.dshs.state.tx.us/idcu/investigation/conditions/)
Immunization (All Grade Levels)	
<p>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.</p> <p>For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form</p>	<p>Additional Resources:</p> <ul style="list-style-type: none"> Education Code 38.001 25 TAC 97.62--63 FFAB(LEGAL)

Text	Editorial Notes and Additional Resources
<p>https://dshs.texas.gov/immunize/school/exemptions.aspx online or by writing to this address:</p> <p>Texas Department of State Health Services Immunization Section, Mail Code 1946 P.O. Box 149347 Austin, Texas 78714-9347</p> <p>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.</p>	
<p>The immunizations required are:</p> <ul style="list-style-type: none"> • Diphtheria, tetanus, and pertussis • Polio • Measles, mumps, and rubella • Hepatitis B • Varicella (chicken pox) • Meningococcal • Hepatitis A <p>The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.</p>	
<p>If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.</p> <p>For information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis on page 120</p>	<p>Certain exceptions to enrollment procedure requirements may apply to students who are homeless, in foster care, or who are military dependents.</p> <p>Note: State law requires school districts to post on the district website, in English and Spanish, the following information:</p> <ul style="list-style-type: none"> • Immunizations required for admission; • Immunizations recommended by DSHS; • Health clinics in the district that offer the influenza vaccine; and

Text	Editorial Notes and Additional Resources
<p>As noted at, entering college students must also, 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 or other vaccination requirements.</p> <p>[See the DSHS's Texas School & Child Care Facility Immunization Requirements (https://www.dshs.state.tx.us/immunize/school/default.shtm) and policy FFAB(LEGAL) for more information.]</p>	<ul style="list-style-type: none"> A link to the DSHS web page with information on requesting an exemption from immunization requirements. <p>See DSHS Forms and Publications—School Immunizations (https://www.dshs.state.tx.us/immunize/school/publications.aspx) for posters and other documents that help districts meet these posting requirements.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> Education Code 38.019, 162.002 25 TAC 97.66
<p>Lice (All Grade Levels)</p>	
<p>Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.</p> <p>The district does not require or recommend that students be removed from school because of lice or nits.</p> <p>If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.</p> <p>The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.</p> <p>More information on head lice can be obtained from the DSHS website Managing Head Lice in School Settings and at Home (https://www.dshs.state.tx.us/schoolhealth/lice.shtm).</p> <p>[See policy FFAA for more information.]</p>	<p>The Department of State Health Services (DSHS) discourages excluding students from school due to the presence of head lice or nits, as this places a disproportionate emphasis on lice management rather than on more legitimate health concerns, and there is little evidence that exclusion from school until no nits are present reduces the transmission of lice.</p> <p>The American Academy of Pediatrics recommends (https://publications.aap.org/pediatrics/article/135/5/e1355/33653/Head-Lice) that "[n]o healthy child should be excluded from or allowed to miss school time because of head lice or nits."</p> <p>Districts that do exclude students from school because of the presence of head lice or nits should revise this text accordingly.</p> <p>For elementary schools, state law requires written or electronic notification to:</p> <ul style="list-style-type: none"> The parent of a student with lice within 48 hours; and Parents of students in affected classrooms within five school days without identifying the student with lice. <p>Both notices must include the recommendations of the Centers for Disease Control and Prevention for the treatment and prevention of lice (https://www.cdc.gov/parasites/lice/head/index.html).</p> <p>See FFAA in the <i>RRM</i> for sample notification letters.</p>

Text	Editorial Notes and Additional Resources
<p>The district will not purchase nonprescription medication to give to a student. In accordance with policy FFAC, authorized employees may administer:</p>	<p>Coordinate with FFAC(LOCAL) and the district's administrative regulations and adjust the text to match district practice.</p> <p>Review the DSHS' Guide to Medication Administration in the School Setting (http://www.dshs.texas.gov/schoolhealth/schnurs.shtm). In accordance with DSHS guidance, most districts no longer provide nonprescription medication to students, even in emergency situations, which is the decision reflected in the adjacent text.</p> <p>If the district makes an exception that would allow, for example, an athletic trainer to administer district-purchased nonprescription medication to a student in accordance with a standing order or procedures approved by a physician, adjust the adjacent text accordingly. Contact your TASB policy consultant if your FFAC(LOCAL) does not include a prohibition on the purchase of nonprescription medication and/or does not include an exception for use in the district's athletic program.</p>
<ul style="list-style-type: none"> Prescription medication in the original, properly labeled container, provided by the parent along with a written request. 	<p>Policy Service has added language regarding unassigned epinephrine auto-injectors and unassigned prescription asthma medication to the <i>Model Student Handbook</i> for those districts whose boards authorize either practice. See Unassigned Epinephrine Auto Injectors on page 112 and Unassigned Prescription Asthma Medication on page 113.</p>
<ul style="list-style-type: none"> Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request. 	<p>This provision allows a single dosage to be carried for a student on a field trip or other activity away from the regular campus.</p>
<ul style="list-style-type: none"> Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. Note: Insect repellent is considered a nonprescription medication. 	<p>According to the Department of State Health Services' Zika Prevention Guidelines for Schools, Child Care, and Summer Camps (https://www.texaszika.org/docs/PreventionGuidelines%20SchoolsChildcare.pdf), insect repellent is considered a nonprescription medication. Coordinate this text with FFAC(LOCAL) provisions regarding nonprescription medication.</p>
<ul style="list-style-type: none"> Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities. 	<p>Adjust the text on nonprescription medication and herbal substances or dietary supplements to reflect your district's policy at FFAC(LOCAL) and practice. Since herbal and dietary supplements are not FDA-approved, they should only be administered in the rare circumstances that an ARD committee or Section 504 committee determines them to be necessary to administer at school.</p>

Text	Editorial Notes and Additional Resources
<p>Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.</p> <p>At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.</p> <p>At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.</p> <p>Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.</p>	<p>Adjust based on the grade levels for which your handbook is intended. State law requires districts to allow students to possess and apply their own FDA-approved sunscreen to avoid overexposure to the sun and not for medical treatment of an illness or injury. If the sunscreen is part of treatment for an underlying medical condition, more information should be sought prior to allowing self-application. Adjust the text to reflect district practice.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 38.021
<p>Asthma and Severe Allergic Reactions</p>	
<p>A student with asthma or severe allergic reaction (anaphylaxis) may 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 health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.</p> <p>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.</p> <p><i>If your district provides unassigned asthma medication, include the following cross-reference: See Medicine at School on page 102 for information for unassigned asthma medication.</i></p> <p>See also Food Allergies on page 121.</p>	<p>State law allows students diagnosed with anaphylaxis to self-administer prescribed anaphylaxis medication and keep the medication in their possession so long as the requirements of the law are met.</p> <p>[See also Editorial Notes and Additional Resources at Food Allergies on page 121.]</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 38.015

Text	Editorial Notes and Additional Resources
<p>Unassigned Epinephrine Auto-injector:</p>	
<p>In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized [school personnel and/or school volunteers] who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).</p> <p>An "unassigned epinephrine auto-injector" is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.</p> <p>Epinephrine auto-injectors include brand-name devices such as EpiPens®.</p> <p>Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.</p> <p>The district will ensure that at each campus a sufficient number of [school personnel and/or school volunteers] are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.</p> <p><i>[Include the paragraph below only if applicable.]</i></p> <p>Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis <i>(at an off-campus school event or while in transit to or from a school event)</i>, when an unassigned epinephrine auto-injector is available.</p> <p>For additional information, see FFAC(LOCAL).</p>	<p>Include this section only if FFAC(LOCAL) specifically authorizes administration of unassigned epinephrine auto-injectors. Boards may, but are not required to, authorize this practice.</p> <p>An unassigned epinephrine auto-injector is prescribed by an authorized health-care provider in the name of the school or district, not for a specific individual with a diagnosed severe allergy. The prescriber should issue a standing delegation order for the administration of the epinephrine auto-injector.</p> <p>A district that chooses to provide unassigned epinephrine auto-injectors must provide written notice to parents:</p> <ul style="list-style-type: none"> • Before the policy is implemented; • Before the start of each school year; and • Within 15 calendar days, if the district discontinues the practice. <p>This portion of the handbook fulfills the requirement in state law to notify parents before the start of each school year. It may satisfy the requirement to notify parents before the policy is implemented depending on when the policy is adopted and when the handbook is published.</p> <p>FFAC in the RRM includes:</p> <ul style="list-style-type: none"> • A sample notification for before the policy is implemented that may be issued to parents when needed. • A sample notification of discontinuations. <p>If your district provides unassigned epinephrine auto-injectors but your FFAC(LOCAL) does not reflect this practice, contact your policy consultant.</p> <p>Adjust the text to match district practice. Your district's FFAC(LOCAL) will indicate whether the district has authorized only school personnel or school personnel and volunteers to administer an epinephrine auto-injector, and whether you will ensure that a trained individual is authorized to administer an epinephrine auto-injector off campus or in transit to or from a school event.</p>

Text	Editorial Notes and Additional Resources
	<p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 38.208-.315 • FFAC(LEGAL)
<p>Unassigned Prescription Asthma Medication</p>	
<p>In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow a school nurse to administer an unassigned prescription asthma medication on a school campus to a student with diagnosed asthma if the nurse, in his or her professional judgment, reasonably believes the student is experiencing symptoms of asthma that warrant administration of the medication and the district has obtained prior written consent from the student's parent or guardian.</p> <p>The school nurse may only administer unassigned prescription asthma medication to a student on a school campus. Please be aware that a school nurse will not always be available at a campus to administer this medication.</p> <p>"Unassigned asthma medication" means a fast-acting bronchodilator delivered by metered dose inhaler with single use spacer or by nebulizer as a rescue medication, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of an asthma medication, and issued by an authorized health-care provider.</p> <p>For additional information, see FFAC(LOCAL).</p>	<p>Include this section only if FFAC(LOCAL) specifically authorizes administration of unassigned prescription asthma medication. Boards may, but are not required to, authorize this practice.</p> <p>Unassigned prescription asthma medication is prescribed by an authorized health-care provider in the name of the school or district, not for a specific individual. The prescriber should issue a standing delegation order for the administration of asthma medication. State law requires that a parent provide written authorization stating that a student has been diagnosed as having asthma and that the school nurse may administer asthma medication to the student.</p> <p>A district that chooses to provide unassigned prescription asthma medication must provide written notice to parents:</p> <ul style="list-style-type: none"> • Before the policy is implemented; • Before the start of each school year; and • Within 15 calendar days, if the district discontinues the practice. <p>This portion of the handbook fulfills the requirement in state law to notify parents before the start of each school year. It may satisfy the requirement to notify parents before the policy is implemented depending on when the policy is adopted and when the handbook is published.</p> <p>FFAC in the RRM includes:</p> <ul style="list-style-type: none"> • A sample notification for before the policy is implemented that may be issued to parents when needed. • A sample notification of discontinuations.

Text	Editorial Notes and Additional Resources
<p>school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]</p>	<p>is available at FFAF in the RRM. The parent or guardian must sign an authorization for care to be given.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Health and Safety Code Chapter 168
<p>Food Allergies (All Grade Levels)</p>	
<p>Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact breathing, eating, or touching with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.</p> <p>The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) <i>Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis</i> found on the DSHS Allergies and Anaphylaxis website (https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/)</p> <p>When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at insert URL for food allergy management plan.</p> <p>[See Celebrations on page 53 and policy FFAF for more information.]</p>	<p>State law requires the district to request information about food allergies upon enrollment, but we also include a reference here to encourage parents to report a diagnosis after enrollment. Review FD(LEGAL) and FL(LEGAL) for information related to the confidentiality and retention of these disclosures.</p> <p>If the district does not employ a school nurse, adjust the text accordingly.</p> <p>State law requires districts to:</p> <ul style="list-style-type: none"> • Base their food allergy management plan on DSHS's <i>Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis</i>; • Post a summary of those guidelines on the district's website, including instructions on accessing the complete guidelines; and • Annually review the district's FFAF(LOCAL) policy on food allergy management plans. <p>Any form regarding a child with a food allergy must include:</p> <ul style="list-style-type: none"> • A link to the district website summary of the guidelines; and • A link to the DSHS guidelines. <p>As of the publication of this update, the DSHS summary of the guidelines was not yet available.</p> <p>See FFAF and FFAF in the RRM for model procedures and forms to assist the district in creating its food allergy management plan.</p> <p>If the district restricts certain food items from being brought to school, provide notification either here, at Celebrations on page 53, or in other district correspondence.</p>

Text	Editorial Notes and Additional Resources
<p>Leaving Campus (All Grade Levels)</p>	
<p>Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent-Except for extenuating circumstances, students will not regularly be released before the end of the school day.</p>	<p>Additional Resources:</p> <ul style="list-style-type: none"> • 19 TAC 129.21 • FEB(LEGAL) and (LOCAL) • FEE(LOCAL) and FEF(LOCAL) if the district has either of these policies
<p>State rules require parental consent before any student leaves campus for any part of the school day.</p> <p>For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.</p> <p>The same process applies to students in high school if a parent picks the student up from campus. 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 no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.</p> <p>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.</p> <p>Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student</p>	<p>To receive state funding, SBOE rules require the board to:</p> <ul style="list-style-type: none"> • Adopt a policy addressing parental consent for a student to leave campus during the school day; or • Delegate to the superintendent the authority to develop procedures for this purpose. <p>This applies to any situation when a student would leave the physical premises of the campus. The policy or procedures must be distributed to staff, parents, and students. The adjacent text addresses the requirement in most districts' FEB(LOCAL) policies for the superintendent to develop procedures. Adjust the text as necessary based on local procedures and the ages/grade levels your handbook is intended.</p> <p>For purposes of an attendance audit, maintain documentation related to the receipt of parental consent for activities such as:</p> <ul style="list-style-type: none"> • Field trips; • Extracurricular activity participation that occurs during the school day when a student is not physically present on campus; and • Any off-campus courses in which students are enrolled.

Text	Editorial Notes and Additional Resources
<p>The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.</p> <p>The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even-. With limited exceptions, though absences may be excused or unexcused, all absences account count for the 90 percent threshold regarding the state laws set in state law surrounding regarding attendance for credit or final grade. [See Attendance for Credit or Final Grade on page 42.]</p> <p>A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.</p>	<p>explanation on absences that are not included in calculating 90 percent attendance.</p>
<p>A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.</p>	<p>Many districts consider the topic of makeup work and grade penalties in the broader view of student performance, best practices, drop-out reduction, and accountability. Instead of penalizing students for absences, districts focus on improving the school environment to encourage student attendance. Some districts are discontinuing grade reductions or caps on grades for makeup work after unexcused absences. However, all pre-established decisions must be strictly and uniformly enforced.</p>
<p>DAEP Makeup Work</p>	
<p>Elementary and Middle/Junior High School Grade Levels</p> <p>[Add any local procedures related to the completion of work while a student at the elementary or middle/junior high level is placed in a DAEP.]</p>	
<p>Grades 9–12</p>	
<p>If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course,</p>	<p>State law requires the district to provide written notice to a student's parent of its obligation to provide an opportunity for the student to complete foundation curriculum course work required for graduation.</p>

Text	Editorial Notes and Additional Resources
<ul style="list-style-type: none"> Participating in campus parent organizations. Parent organizations include: [list current organizations]. 	<p>List parent organizations, booster clubs, and the like with information about contact persons.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> GE(LEGAL) and (LOCAL)
<ul style="list-style-type: none"> Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact: [insert name] [insert title] [insert mailing address] [insert email] [insert phone number] 	<p>If your district is a single-campus district and only has one committee that serves as the district/campus committee, delete the references to "campus-level planning committees" and policy "BQB."</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> BQ(LEGAL) and (LOCAL)
<ul style="list-style-type: none"> Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues and other wellness issues. [See School Health Advisory Council (SHAC) on page 122 and policies BDF, EHAA, FFA for more information.] 	
<ul style="list-style-type: none"> Being aware of the school's ongoing bullying and harassment prevention efforts. Contacting school officials if you are concerned with your child's emotional or mental well-being. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> FFB(LEGAL) FFEB(LEGAL) FFI(LEGAL) and (LOCAL) FFH(LEGAL) and (LOCAL)
<ul style="list-style-type: none"> Attending board meetings to learn more about district operations. Regular board meetings are held on the [insert day of the month, as in "first Tuesday"] of each month at [insert time] p.m. at [insert title and location of location, as in "the Central Administration Building at 100 North Street"]. 	<p>Additional Resources:</p> <ul style="list-style-type: none"> BE(LOCAL)

Text	Editorial Notes and Additional Resources
	<p>process, the parent may make the final decision whether the student will be retained.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 28.02124
<p>Elementary and Middle/Junior High Grade Levels</p>	
<p>In grades [insert grade range], promotion is based on [refer to your EIE(LOCAL) and include promotion standards for the respective grade levels here].</p> <p>In grades [insert grade range], promotion is based on [refer to your EIE(LOCAL) and include promotion standards for the respective grade levels here].</p> <p>For the 2021–22 school year, a parent may request in writing that a student repeat grade 4, 5, 6, 7, or 8 that the student was enrolled in during the 2020–21 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.</p>	<p>By the start of the school year districts must make public the requirements for student advancement under Education Code 28.021.</p> <p>Provisions that applied only to the 2021–22 school year permitting a parent to elect for a student to repeat grades 4 through 8 should be deleted from your Student Handbook.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 28.02124
<p>High School Grade Levels</p>	
<p>To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.</p> <p>A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See Grade-Level Classification on page 92.]</p> <p>Students will also have multiple opportunities to retake EOC assessments. [See Graduation on page 93 and Standardized Testing on page 153.]</p> <p>For the 2021–22 school year, a parent may request in writing that a student repeat a course taken for high school credit that the student took and received credit for during the 2020–21 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.</p>	<p>Provisions that applied only to the 2021–22 school year permitting a parent to request that a student repeat high school courses should be deleted from your Student Handbook.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 28.02124

Text	Editorial Notes and Additional Resources
	<p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 38.030 • CKD(LLEGAL)
<p>Emergency Medical Treatment and Information</p> <p>All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).</p> <p>The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:</p> <ul style="list-style-type: none"> • The district has received written authorization from a person having the right to consent; • That person cannot be contacted; and • That person has not given the district actual notice to the contrary. <p>The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to cannot be contacted. A student may provide consent if authorized by law or court order.</p> <p>Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.</p>	<p>FFAC in the <i>RRM</i> provides a model "Authorization to Consent to Medical Treatment of a Student."</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • FFAC(LOCAL)
<p>Emergency School Closing Information</p>	
<p>Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.</p> <p>The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-</p>	<p>Include local information on weather-related or other school-closing emergency procedures.</p> <p>The Telephone Consumer Protection Act does not restrict automated messaging in emergency situations. However, text has been added to remind</p>

Text	Editorial Notes and Additional Resources
	<p>Additional Resources:</p> <ul style="list-style-type: none"> • 4 TAC 26.2, Education Code 28.004(k) • BDF(LLEGAL) • CO(LLEGAL) • FFA(LLEGAL)
<p>Pest Management Plan (All Grade Levels)</p>	
<p>The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.</p> <p>All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.</p> <p>Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:</p> <p>[insert name]</p> <p>[insert title]</p> <p>[insert mailing address]</p> <p>[insert email address]</p> <p>[insert phone number]</p>	<p>Application of pesticides is strictly controlled by federal and state guidelines. Information regarding pesticide application must be given to parents at the time of registration as well.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Occupations Code 1951.212, .455(b) • CLB(LLEGAL) • FD(LLEGAL)
<p>Conduct Before and After School (All Grade Levels)</p>	
<p>Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to must follow the same rules of conduct that apply</p>	
	<ul style="list-style-type: none"> • FEA(LLEGAL) • FOCA(LLEGAL)
<p>Tardies (All Grade Levels)</p>	
<p>A student who is more than [insert number] minutes tardy to class may be assigned to detention hall or given another appropriate consequence.</p>	<p>Adjust the text to match district practice.</p> <p>Note: Tardies are generally not considered absences for purposes of compulsory attendance enforcement.</p>
<p>Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)</p>	
<p>Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.</p> <p>The district selects instructional materials in accordance with state law and policy EFA.</p> <p>The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books-instructional materials with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.</p> <p>If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.</p> <p>A student who is issued a damaged item should report the damage to the teacher.</p> <p>Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until</p>	<p>For more information on instructional material selection and selection of library books, see TASB Legal Services' Instructional Materials and Library Books in Texas Public Schools (https://www.tasb.org/services/legal-services/tasb-school-law-esource/instruction/documents/instructional-materials-and-library-books-in-tx-public-schs.pdf).</p> <p>Under state law, the district must allow a student to use a calculator application with graphing capabilities on a computing device, such as a phone, laptop, or tablet, in place of a dedicated graphing calculator when the student is enrolled in a course that requires the use of a graphing calculator and the district does not make one available at no cost.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • 19 TAC 66.104(a); 66.1310-.1311 • Education Code 25.904; 31.101(a)(1) and (2); 31.104(d), (e), (h) • CMD(LLEGAL) • FNCE(LLEGAL)

Text	Editorial Notes and Additional Resources
<p>the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.</p> <p>For information on library books and other resources students may access voluntarily, see Library (All Grade Levels) on page 149.</p>	
<p>Transfers (All Grade Levels)</p>	
<p>The principal is authorized to transfer a student from one classroom to another.</p> <p>The superintendent is authorized to investigate and approve transfers between schools.</p> <p>[See Safety Transfers/Assignments on page 26, Bullying on page 48, and A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services on page 30, for other transfer options.]</p>	<p>This section is included to provide additional information on intradistrict transfers between classrooms or schools. Delete the second paragraph if the district has only one campus serving the same grade level.</p> <p>Modify this text if someone other than the superintendent handles transfers.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • FDB(LEGAL) and (LOCAL)
<p>Transportation (All Grade Levels)</p>	
<p>School-Sponsored Trips</p>	
<p>Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips on page 150.]</p>	<p>Modify the text to reflect the district's practice and any additional conditions imposed, including whether students are ever permitted to drive themselves to off-campus school-related activities.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • FMG(LOCAL) if your district has this policy • FMG in the <i>RRM</i> for sample transportation procedures.
<p>Buses and Other School Vehicles</p>	
<p>The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.</p>	<p>State law allows the use of a district's transportation allotment for students who are homeless.</p> <p>Coordinate this section with CNA(LOCAL).</p>

Text	Editorial Notes and Additional Resources
	<p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 37.0022 • Student Code of Conduct • FOA(LLEGAL) • FO and FOA in the <i>RRM</i>
<p>Vandalism (All Grade Levels)</p>	
<p>Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.</p>	
<p>Video Cameras (All Grade Levels)</p>	
<p>For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.</p> <p>The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.</p>	<p>Most FO(LOCAL) policies require the district to post signs notifying students and parents about the district's use of video and audio recording equipment on district property. However, students do not need to be informed when recording equipment is turned on.</p> <p>Correlate this text with FO(LOCAL) and any administrative regulations.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 26.009(b)(1) • FO(LLEGAL)
<p>In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speawithcontact the principal or insert title that</p>	<p>Additional Resources:</p> <ul style="list-style-type: none"> • Education Code 29.022 • EHBAF(LLEGAL) • EHBAF in the <i>RRM</i>

Glossary

Accelerated instruction, also referred to as supplemental instruction, is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

Accelerated learning committee (ALC) is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

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

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

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

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 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

~~**TEC** stands for the Texas Education Code.~~