# Irving ISD Student Handbook

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Preface  
To Students and Parents:  

Welcome to the 2019-2020 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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

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

Section II—Other Important Information for Students and Parents—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.
Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Irving ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at http://www.irvingisd.net/codeofconductenglish and is available in hard copy upon request.

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

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

Please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practicable under the circumstances.

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district. If you or your child has questions about any of the material in this handbook, please contact your school’s principal.

Also, please complete the following forms provided in the Info-Snap online registration upon the student’s enrollment:

1. Acknowledgment of Electronic Distribution of Student Handbook;
3. Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, if you choose to restrict the release of information to these entities; and

[See Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation for more information.]
Note: References to policy codes are included so that parents can refer to board policy. The district’s official policy manual is available for review in the superintendent’s office and an unofficial electronic copy is available at: www.irvingisd.net/boardpolicy.

Accessibility
If you have difficulty accessing the information in this document because of disability, please contact the Director of Campus Operations at 972-600-5023.
Section I: Parental Rights

This section of the Irving ISD Student Handbook includes information related to certain rights of parents as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

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

Consent to Receive Parenting and Paternity Awareness Instruction Under Age 14

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

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

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

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

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.
[See Video Cameras for more information, including a parent’s right to request video and audio equipment be placed in certain special education settings.]

**Prohibiting the Use of Corporal Punishment**

Corporal punishment may not be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO(LOCAL) in the district’s policy manual. The Irving ISD Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, physically forced, or subjected to physical activity as a means of discipline for violations of the Student Code of Conduct.

**Limiting Electronic Communications with Students by District Employees**

A district employee may not contact a student individually through any electronic media. Teachers, and other approved employees, (“Employees”) are permitted by the district to communicate with students through the use of electronic media, but only by including other students and parent(s), only within the scope of the Employee’s professional responsibilities and only under the conditions enumerated below.

In accordance with administrative regulations, a district employee may use electronic media to communicate with currently enrolled students about matters within the scope of the employee’s professional responsibilities.

Group instant or text messages to students are only allowed under the following conditions:

1. Employee received written permission from the student’s parent (using District form below),
2. Content is directly related to school including extracurricular(s),
3. Message is directed to a group of students (no individual messages), and
4. Parent was given an opportunity (using District form below) to join messaging group.

For example, an Employee after receiving written parent permission, may communicate with all members of the band or all band officers, but not an individual band member. Parents are encouraged to require the Employee to include them on such electronic communications to any school groups their student(s) are members of.

In extraordinary situations, and after obtaining a parent’s written permission, an Employee may communicate individually with a student, but only if the student’s parent also receives all individual communications. Parent participation is not optional with regard to individual instant or text messages between Employees and students. A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.
PARENT PERMISSION

Student Name: ___________________________  Cell Phone No: ___________________________.

Parent Name: ___________________________  Cell Phone No: ___________________________.

Group Instant or Text Messages

1. I give Irving ISD Employee, ______________________________, permission to instant or text
   message my student as part of the following school group:
   ____________________________________________.

2. ______ Initial if parent wishes to be included in all messages to this group.

Individual Instant or Text Messages

1. I give Irving ISD Employee, ______________________________, permission to instant or text
   message my student directly. I understand that I am required to be included on all such messages.

___________________________________________  Parent Signature

____________________  Date

Objecting to the Release of Directory Information

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

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

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

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

However, a parent or eligible student may object to the release of a student’s directory
information. This objection must be made in writing to the principal within ten school days of
your child’s first day of instruction for this school year. [See the “Notice Regarding Directory
Information and Parent’s Response Regarding Release of Student Information” included in the Info-Snap online registration process.]

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated the following as directory information: student’s name; address; telephone number; photograph; participation in officially recognized activities and sports; weight and height of members of athletic teams; grade level; enrollment status; and honors/awards received in school. If you do not object to the use of your child’s information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

For all other purposes, the district has identified the following as directory information: student name; campus enrollment; grade level; and graduation status. If you do not object to the use of your child’s information for these purposes, the school must release this information when the school receives a request from an outside entity or individual. Also review the information at Authorized Inspection and Use of Student Records on page 21.

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written consent. A form included in the Info-Snap online registration process is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

Participation in Third-Party Surveys

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

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

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

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF(LEGAL).]

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

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

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

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

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

Human Sexuality Instruction

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

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
• If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

Elementary Schools: In fourth and fifth grades, boys and girls will receive respective information on personal hygiene and basic growth and development content. Please contact your school nurse for any questions.

Big Decisions is the curriculum utilized in IISD Middle Schools and Healthy Decisions is the curriculum utilized in IISD High Schools. They are a comprehensive sexual health unit, which stresses the importance of abstinence and the consequences associated with choosing to engage in risky behavior. Students will also learn how to resist pressure to have sex, and ways for sexually active people to reduce their chances of pregnancy and STDs, including information about birth control and condoms.

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

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

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See Pledges of Allegiance and a Minute of Silence and policy EC(LEGAL)]

**Religious or Moral Beliefs and Accommodations**

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.
Parents or guardians may request that their students be considered for accommodations for provisions in the Student Code of Conduct based on cultural practices or religious beliefs by completing the Reasonable Religious Accommodations Request found in the Student Code of Conduct. [http://www.irvingisd.net/codeofconductenglish](http://www.irvingisd.net/codeofconductenglish)

The completed form must be approved by the Director of Campus Operations.

**Tutoring or Test Preparation**

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student’s parent consents to this removal. The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

[Also refer to policies EC and EHBC and contact your student’s teacher with questions about any tutoring programs provided by the school.]

**Right of Access to Student Records, Curriculum Materials, and Records/Policies**

**Instructional Materials**

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

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

**Notices of Certain Student Misconduct to Noncustodial Parent**

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

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

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

Accessing Student Records

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

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

The district’s policy regarding student records found at policy FL is available from the principal’s or superintendent’s office or on the district’s website at www.irvingisd.net/boardpolicy.

Copies of records are available at a per copy cost, payable in advance. A cost estimate in compliance with Texas Administrative Code, Title 1, Chapter 70 will be provided for production of electronic or other media formatted records. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge. There will be no charge for special education records.

Copies of student records are available at a cost per page, the request must be made in writing, and proper identification and signature are required.

Request can be made as follows:
Current Students – At the campus of enrollment or Online Record Request
Former Students – At IISD Service Center, Records Management, 3620 Valley View, Irving, Texas 75062 or Online Record Request

NOTE: Irving ISD is only required to retain PK-8th grade student records from date of withdraw plus 5 years. Special Program records are only retained from cessation of service plus 5 years. Some high school records, such as the transcript are retained permanently; however, the majority of records are disposed of based on the district’s retention schedules, which begins at date of withdraw and/or graduation.
Authorized Inspection and Use of Student Records

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

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
  - Parents or eligible students who wish to inspect their child’s or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
  - Parents or eligible students who wish to ask an IISD school to amend their child’s or their education record should write the school principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
  - One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
  - Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:
Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

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

Federal law requires that, as soon as a student reaches the age of 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student’s education records, without written consent of the parent or eligible student, in the following circumstances:

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education plan for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.

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

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

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

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

A parent (or eligible student) may inspect the student’s records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy. [See FINALITY OF GRADES at FNG(LEGAL), Report Cards/Progress Reports and Conferences, and Complaints and Concerns for an overview of the process.]

The district’s policy regarding student records found at policy FL(LEGAL) is available on the district’s website at www.irvingisd.net/boardpolicy.
The parent’s or eligible student’s right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as a teacher’s personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

**Teacher and Staff Professional Qualifications**

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

**Students with Exceptionalities or Special Circumstances**

**Children of Military Families**

Children of military families will be provided flexibility regarding certain district requirements, including:
- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent’s return from deployment.

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

**Parental Role in Certain Classroom and School Assignments**

**Multiple Birth Siblings**

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

**Safety Transfers/Assignments**

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by
Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.

- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See Bullying, policy FDB, and policy FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]

- Request the transfer of your child to another district campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

**Service/Assistance Animal Use by Students**

A parent of a student who uses a service/assistance animal because of the student’s disability must submit a request in writing to the principal at least ten district business days before bringing the service/assistance animal on campus. See policy FBA(Legal)

**Students in the Conservatorship of the State (Foster Care)**

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

A student who is currently in the conservatorship of the state and who is moved outside of the district’s or school’s attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district’s or school’s boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

[See also Credit by Examination for Advancement/Acceleration on page 49, Course Credit, and Students in Foster Care for more information.]

Students Who Are Homeless
Children who are homeless will be provided flexibility regarding certain district provisions, including:
● Proof of residency requirements;
● Immunization requirements;
● Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
● Credit-by-examination opportunities;
● The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
● Eligibility requirements for participation in extracurricular activities.

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

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

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

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

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

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

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

Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply. Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.
Additional information regarding special education is available from the district or charter school in a companion document titled *Parent’s Guide to the Admission, Review, and Dismissal Process*.

**Contact Person for Special Education Referrals:**
The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Dr. Michelle Edwards-Scott  
Phone Number: (972) 600-5071

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

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district’s or charter school’s Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

**Contact Person for Section 504 Referrals:**
The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Sofia Galvan  
Phone Number: (972) 600-5025

**Additional Information:**
The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First
**Students Who Receive Special Education Services with Other School-Aged Children in the Home**

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

**Students Who Speak a Primary Language Other than English**

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.
Section II: Other Important Information for Students and Parents

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student’s age or grade level. Should you be unable to find the information on a particular topic, please contact your campus principal.

Absences/Attendance

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

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

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

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled. Half day prekindergarten provides services to children who are four years of age or before September 1
and meet eligibility requirements. Students may attend this program free of charge if they meet any of the following criteria:

The student:

- is limited English speaking
- qualifies for free or reduced lunch
- is a military dependent
- is homeless
- has been in the conservatorship of the Dept. of Family & Protective Service
- is the child of a Star of Texas recipient

IISD also offers full day tuition-based prekindergarten classes.

A parent or guardian may submit a written request including supporting evidence to enroll a child eligible for first grade placement in kindergarten providing the child has not been enrolled in an Irving school. The district reserves the authority to assess the child to determine whether the child shall enter kindergarten or first grade using the following assessment procedures. Placement of students previously enrolled in an Irving school should refer to policy EIE (LOCAL).

- The principal may make the decision to place the child in first grade or kindergarten after an initial conference attended by the parent/guardian, appropriate teacher(s), and the principal.
- If the principal determines additional information/data is needed, the child will be observed in the first-grade classroom for a period not to exceed fifteen instructional days. Observers will include the child's first grade teacher, a counselor, a kindergarten teacher, and the principal or assistant principal.
- During the observation period, the school will administer appropriate assessments to determine the child's academic level.
- At the end of the observation period, the principal will hold a follow-up conference with the school personnel involved in the observations.
- All data collected, including parent information, will be shared and a school recommendation reached.
- A final conference including the parents or guardian and school personnel will be held to share information leading to the recommendation.
- A plan of action for accommodating the child in first grade or kindergarten will be presented to the parents or guardian. Careful consideration will be given to the child's performance expectations and the impact of this decision on the child's entire school career.
- The principal shall determine the final grade placement.

**Exemptions to Compulsory Attendance**

**All Grade Levels**
State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:
• Religious holy days;
• Required court appearances;
• Activities related to obtaining U.S. citizenship;
• Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and

• For students in the conservatorship (custody) of the state,
  o An activity required under a court-ordered service plan; or
  o Any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

As listed in Section I at Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See Pg. 24 for that section.]

Secondary Grade Levels
In addition the provision to Children of Military Families, a junior or senior student’s absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 year of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for:
• A student serving as an early voting clerk, provided the district’s board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
• A student serving as an election clerk, if the student makes up any work missed.

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

Failure to Comply with Compulsory Attendance
Below is the letter that will be sent home to all students with compulsory attendance concerns:
This letter is to notify you that ______________ whom you stand in parental/guardian relationship has been non-compliant with the compulsory school attendance as required by State law. The law in the State of Texas requires a child to attend school in accordance to Texas Education Code 25.085 and Texas Family Code 65.002. The Compulsory Attendance law states:

*Unless specifically exempted by Section 25.086, a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached the child’s 19th birthday shall attend school.*

As a parent, legal guardian, or person standing in parental/guardian relationship to a student, you are responsible for monitoring the student’s school attendance and requiring the student to attend school. You must request a conference immediately with the school administration and the school Attendance Officer to discuss the absences and their consequences. If, after this warning, your child continues to demonstrate truant conduct as defined by the law, the parent/guardian commits the offense of PARENT CONTRIBUTING TO NONATTENDANCE, and you may be subject to adjudication by the court.

*The Texas Family Code 65.103 & Texas Education Code 25.093 provide that conviction of this offense is a Misdemeanor punishable by fines up to $100.00 for first time offenders. Each day the student remains out of school after this warning has been given or the student is ordered to attend school by the court, may constitute a separate offense.*

- A maximum of $100 for a first offense
- A maximum of $200 for a second offense
- A maximum of $300 for a third offense
- A maximum of $400 for a fourth offense
- A maximum of $500 for a fifth offense

A student’s unexcused absence as defined by the law may constitute the offense of TRUANT CONDUCT which is defined by the Texas Education Code 25.094 and/or TRUANCY which is defined in the Texas Family Code 51.03(b)(2). **Truancy is defined as the absence of a child on 10 or more days or parts of days within a six-month period from school.**

If a student is truant, the school Attendance Officer must refer the child to court for appropriate legal action. This may result in the student being filed or adjudicated as a “**Child in need of supervision**” pursuant to the Texas Family Code. Additionally, the child shall be disciplined accordingly with school district’s policy regarding truancy. The charges of PARENT CONTRIBUTING TO NONATTENDANCE and FAILURE TO ATTEND SCHOOL are serious offenses. The conviction and/or adjudication of these offenses may result in monetary fines, court costs and other consequences against you and your child. Please take due notice of this warning and take appropriate measures to ensure that your child immediately attends school regularly.
Please contact the campus attendance officer immediately to schedule a conference regarding your child’s attendance.

**All Grade Levels**

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

**Students with Disabilities**

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

**Age 19 and Older**

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

**Between Ages 6 and 19**

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

The truancy prevention facilitator for the district is the campus attendance manager. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

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

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

**Attendance for Credit or Final Grade (Kindergarten–Grade 12)**

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, or a final grade lost because of absences. [See policy FEC.]

Petitions for credit or a final grade may be filed at any time the student receives the violation letter but, in any event, no later than 15 days after the last day of classes for grades 6–12 or the last day of the school year for kindergarten–grade 5.

The attendance committee shall review the student’s entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

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

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

**Official Attendance-Taking Time (All Grade Levels)**

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day during the second OR fifth instructional hour as required by state rule. The official time attendance will be recorded for all elementary/early childhood schools is 9:30 a.m. or 1:30 p.m. for early childhood schools. Secondary principals identify the official time of day attendance will be recorded at their campus.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

**Documentation after an Absence (All Grade Levels)**

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

When a student is absent, the parent must telephone or email the school as early as possible that day to inform the attendance clerk of the absence.

- Student calls are not acceptable.
- The parent/guardian should communicate in writing or via email with the teacher or school administrator the reason for student absence(s) no later than five days after the student returns to school.
- The student will be issued an admission slip.
- The district may investigate any case in which an excused absence is requested.
- If the student arrives after first period, the excuse should be presented when the student checks in at the attendance office and the attendance clerk will issue an admit slip.
- Students should present the slip to each teacher for his/her signature.

The campus attendance clerk will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.
Doctor’s Note after an Absence for Illness (All Grade Levels)

Within 1 day of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school in order to determine whether the absence or absences will be excused or unexcused. [See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Accountability under State and Federal Law (All Grade Levels)

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

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

Information about all of these can be found on the district’s website at [http://www.irvingisd.net/schoolreportcards](http://www.irvingisd.net/schoolreportcards). Hard copies of any reports are available upon request to the district’s administration office.

TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](http://www.tea.texas.gov) and the [TEA homepage](http://www.tea.texas.gov).
Awards and Honors (All Grade Levels)

Volunteer Service
High school students in grades 9-12 who complete 100 or more hours of approved voluntary service have the opportunity to receive the Superintendent’s Volunteer Service Award at their high school’s spring awards ceremony.

Volunteer service must be documented and follow established guidelines. Students will be responsible for maintaining documentation and submitting it to their campus volunteer program coordinator by the campus deadline.

Graduating seniors who have completed a minimum of 100 hours of verified volunteer hours are eligible for The Jack E. Singley Community Service Award. Seniors participating in the graduation ceremony will be permitted to display a special cord or other symbol approved by their campus administration on their graduation apparel and an appropriate designation will appear in the graduation program.

Honor Roll
All students who have a 90 or higher grade point average will be named to the honor roll. The honor roll is released at the end of each six weeks. Numerical grades will be used in the junior and senior high schools with 70 being the lowest passing grade.

Academic Excellence Awards Program
At the end of each academic school year, secondary students who have achieved a cumulative grade point average of 93 or higher for that year will be presented with their choice of an academic letter jacket or academic plaque. Students who achieve this standard of excellence more than one year will be eligible to receive an academic patch.

National Honor Society/National Junior Honor Society/National Elementary Honor Society
The National Honor Society selects those students for membership who demonstrate outstanding scholarship, character, leadership, and service. Because this organization sets and maintains high standards, it is nationally recognized as an indication of excellence and probable success in higher education. All junior and senior students who have a cumulative grade point average of 90 or higher meet the scholarship requirement. These students are then evaluated on their character, leadership, and service by their school's faculty. Membership is granted to students who have demonstrated excellence in all four areas. National Honor Society members must maintain their honor roll status and high citizenship grades. Failure to do so results in probation and/or dismissal from the organization.
National Technical Honor Society

National Technical Honor Society strives to bring well-deserved recognition, scholarship opportunities, and career opportunities to students who excel in one of the 108 career and technical educational fields as their profession. Not only do NTHS students embody all the attributes and talent which is in demand today, these students also embrace a clear vision for tomorrow’s workforce and their role in it. These students are then evaluated on their character, attendance, participation, CTE Classes, and maintain a 3.0 GPA.

Bullying (All Grade Levels)

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:
- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately-owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student’s educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions,
name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through
electronic methods, called “cyberbullying.”

If a student believes that he or she has experienced bullying or has witnessed bullying of another
student, it is important for the student or parent to notify a teacher, school counselor, principal, or
another district employee as soon as possible to obtain assistance and intervention. The district
will also provide notice to the parent of the alleged victim and the parent of the student alleged to
have engaged in bullying. Parent, student, teacher or Administrator may anonymously report an
alleged incident of bullying at the following site: anonymous bullying reporting form. The
address is posted on the parent and student resources webpage. The administration will
investigate any allegations of bullying or other related misconduct.

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

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

Upon the recommendation of the administration, the board may, in response to an identified case
of bullying, decide to transfer a student found to have engaged in bullying to another classroom
at the campus. In consultation with the student’s parent, the student may also be transferred to
another campus in the district. The parent of a student who has been determined by the district to
be a victim of bullying may request that his or her child be transferred to another classroom or
campus within the district. [See Safety Transfers/Assignments.]

A copy of the district’s policy is available in the principal’s office, superintendent’s office, and
on the district’s website, and is included at the end of this handbook in the form of an appendix.
Procedures related to reporting allegations of bullying may also be found on the district’s
website.

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

[See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and
Retaliation, Hazing, policy FFI, and the district improvement plan, a copy of which can be
viewed in the campus office.]

**Signature Studies (CTE) (Secondary Grade Levels Only)**
The district offers career and technical education programs in the following areas:
- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts A/V Technology & Communications
- Business, Management & Administration
● Education and Training
● Finance
● Government & Public Administration
● Health Science
● Hospitality and Tourism
● Human Services
● Information Technology
● Law, Public Safety, Corrections & Security
● Manufacturing,
● Marketing, Sales & Service
● Science, Technology, Engineering & Mathematics
● Transportation, Distribution & Logistics

For more information on these programs contact the Director of Signature Studies at (972) 600-5049 or visit our website at: http://www.irvingisd.net/signaturestudies.

These programs will be offered without regard to race, color, national origin, sex, or disability. Irving ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [See Nondiscrimination Statement for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child’s or grandchild’s classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child’s teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. [See Food Allergies]

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

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

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.]

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

- Child Welfare Information Gateway Factsheet
- Kids Health, For Parents, Child Abuse
- Texas Attorney General, What We Can Do About Child Abuse Part 1
- Texas Attorney General, What We Can Do About Child Abuse Part 2

Reports of abuse or neglect may be made to:
The CPS division of the DFPS (1-800-252-5400 or on the web at Texas Abuse Hotline Website).

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

**Grade Classification**

Students are classified once a year at the end of the school year in June. The only exception is for those students who attend summer school or those students who participate in a district program designed for grade acceleration. The classification of students who attend summer school is revised, if applicable, in August. Only seniors are reclassified when correspondence, CBE or Concurrent course grades are received.

If an error is discovered in a student’s classification or if the school receives new records that reflect more or fewer credits, the counselors submit a correction immediately. Classification of students is based on number of credits earned and courses completed as indicated below. There are two exceptions to this rule: students in Gifted and Talented (G/T) programs and new immigrant students. The credit and classification breakdown are published in the student handbook.

A. Freshmen 0 - 5 1/2 credits
B. Sophomore 6 – 11 1/2 credits
C. Junior 12 – 17 1/2 credits  
D. Senior 18+ credits

- Classification of G/T students - G/T students who earn 5 or more credits in middle school will remain in the normal progression of their class.  
- Students should not be classified as seniors unless they can complete graduation requirement during the current school year.  
- Students who have graduated from high school in another country should not be enrolled regardless of age. Please refer these students to a post-secondary institution and/or adult ESOL classes.  
- Three Year Graduates - Students who wish to graduate in three years will need to fill out the necessary documents with their counselor preferably no later than the end of their sophomore year. Three-year graduates may be classified as seniors at the beginning of their third year of high school or mid-term if they have enough credits.

**Grade Point Average (GPA) [See Board Policy [EIC (LOCAL)]]**

Students will be allowed to repeat a regular course for strength or to gain a better foundation. Credit will be awarded only once, but both course averages will be used in the computation of the GPA. Class rank will be calculated by using the District’s weighted scale and averaging the numerical semester averages.

Weighted System - A multiplier will be used to weight classes as follows:

- Fundamentals Curriculum = (semester average) X .70
- Modified Curriculum = (semester average) X .90
- Regular Curriculum = (semester average) X 1.00
- College Prep (honors and Pre A/P) = (semester average) X 1.05
- Advanced Placement (A/P) = (semester average) X 1.10

**Honor Graduates**

- Valedictorian - Highest Cumulative GPA
- Salutatorian - Second Highest Cumulative GPA
- Summa Cum Laude - Cumulative GPA = 97 or higher
- Magna Cum Laude - Cumulative GPA = 96 - 93
- Cum Laude - Cumulative GPA = 92 – 90

**Final Exams**

Juniors and Seniors are exempt from a final exam in a class during the spring semester provided:

- the student has a semester grade average in the class at the end of the fifth week of the last six weeks period of 85 or higher; and
- the student has had no more than two (2) absences for the class during the spring semester.
Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment test or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will identify the student’s educational goals and include consideration of the parent’s educational expectations for the student. Certain students - some with disabilities and some with limited English proficiency - may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

[For further information, see policy EIC.]

Class Schedules (Secondary Grade Levels Only)

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

[See Schedule Changes for information related to student requests to revise their course schedule.]

College and University Admissions (Secondary Grade Levels Only)

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses) or
- Satisfies the minimum ACT or SAT score required of that particular college or university.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2019 term, the University
will be admitting the top six percent of the high school’s graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

[See Class Rank/Highest-Ranking Student for information specifically related to how the district calculates a student’s rank in class, and requirements for Graduation on page 62 for information associated with the foundation graduation program.]
[See Students in the Conservatorship of the State (Foster Care) for information on assistance in transitioning to higher education for students in foster care.]

**College Credit Courses (Secondary Grade Levels Only)**

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TxVSN);
- Enrollment in courses taught in conjunction and in partnership with Dallas County Community College District, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

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

Note that if a student wishes to enroll in a community college course that also results in the award of high school course credit at a college that does not include the high school within its service area, the student is limited by state law to enroll in no more than three courses at that particular college.

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

**Communications—Automated**

**Emergency**

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

School Messenger is a telephone notification service used by Irving ISD to notify parents, guardians, students and employees about emergency information or general announcements and student absences. Campus messages can also be sent by the principal or designee, including cases related to attendance. If a family wishes to receive text messages from Irving ISD or their child’s school, parents must opt in by texting the word YES to the number 67587. [See Safety for information regarding contact with parents during an emergency situation.]

Non-Emergency
Your child’s school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related to the school’s message, so prompt notification of any change in the contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child’s principal. [See Safety for information regarding contact with parents during an emergency situation.]

Complaints and Concerns (All Grade Levels)
Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district’s policy manual. A copy of this policy may be obtained in the principal’s or superintendent’s office or on the district website at http://www.irvingisd.net/boardpolicy.

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

Conduct (All Grade Levels)
Applicability of School Rules
As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer
period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

**Campus Behavior Coordinator**

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus principal can tell you who the campus behavior coordinator is at your child’s school.

**Disruptions of School Operations**

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

**Social Events**

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

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels
The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

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

High School Grade Levels
High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to colleges and universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)
The school counselor is available to assist students with a wide range of personal concerns, which may include social, emotional, or other immediate concerns that a student has. The school counselor is also able to provide guardians with community resources if the concern requires additional assistance that the school counselor is unable to provide. A student who wishes to meet with the school counselor should contact the school administration, school counselors or school deans.

As a parent, if you are concerned about your child’s social or emotional health, please speak with the school counselor for a list of resources that may be of assistance. [See Substance Abuse Prevention and Intervention and Suicide Awareness.]

Course Credit (Secondary Grade Levels Only)
A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course if the semester average for the course is 70 or above. In addition, a student will earn credit for a year long course if the final average of the two semesters is 70 or above. The student will be required to retake a required course if credit was not earned.
Credit by Examination—If a Student Has Taken the Course/Subject (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

The school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. [For further information, see the school counselor and policy EHDB(LOCAL).]

Credit by Examination for Advancement/Acceleration

If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to accelerate to the next grade level. The exams offered by the district are approved by the district’s board of trustees and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled and registration deadlines will be published in district publications and on the district’s website. The only exceptions to the published dates will be for any exams administered by another entity besides the district, if a request is made outside of these time frames by a student experiencing homelessness, or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity.

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

Kindergarten Acceleration

Kindergarten students must score at the 89th percentile or above on the district approved assessments in both reading and math. These assessments measure cognitive development and academic skills that are appropriate for students completing kindergarten.

Students in Grades 1–5

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

**Students in Grades 5-7**

A student in middle school will be eligible to accelerate to the next grade level if the student scores at least 80 on all 8 required exams for the grade level to be skipped and the student’s parent gives written approval of the grade advancement. Tests for each semester (Fall and Spring semesters) are administered in each of the following areas: English language arts and reading, mathematics, science, and social studies.

This is the link to the IISD CBE page that may be linked: [https://www.irvingisd.net/Page/2388](https://www.irvingisd.net/Page/2388)

**Students in Grades 6–12**

A student in grade 6 or above will earn regular high school course credit with a passing score of at least 80 on the credit by examination, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. Any score for which credit is awarded (80 percent or better), will be recorded on the academic achievement record. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

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

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district’s policy is available in the principal’s office and on the district’s website at: [http://www.irvingisd.net/boardpolicy](http://www.irvingisd.net/boardpolicy).

[See policy FFH.]

**Dating Violence**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a
marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance.

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

**Discrimination**

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

**Harassment**

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

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

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

**Sexual Harassment and Gender-Based Harassment**

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

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

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

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

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

**Retaliation**

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

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

**Reporting Procedures**

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student’s parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

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

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

**Investigation of Report**

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

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

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

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

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

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

**Discrimination**

[See Dating Violence, Discrimination, Harassment, and Retaliation.]

**Distance Learning**

**All Grade Levels**

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

The distance learning opportunities that the district makes available to district students are available at [http://web.irvingisd.net/online/](http://web.irvingisd.net/online/)

For additional information see Irving ISD School Board Policy on Earning Credit Through Alternative Means [click here](http://web.irvingisd.net/online/)

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

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

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

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

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

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

School Materials

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

The school newspaper, newsletters, and the yearbook, are available to students. All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

From Students

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

The campus principal has designated a “distribution table” as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.
From Others
Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA (LOCAL). To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus principal for prior review. Materials should be submitted to the office of communications for review.

The campus principal has designated “a distribution table” as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:
- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a non-curriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

Dress and Grooming (All Grade Levels)
The district’s dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student’s personal dress and grooming standards, provided that they comply with the regulations and guidelines listed in the Irving ISD Code of Conduct found at: http://www.irvingisd.net/codeofconductenglish

If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

It is recommended for parents/guardians to provide their child with a change of clothing daily, particularly in the younger grades, in case of an accident. The school will not be able to provide clothing and will need to call the parent or emergency contact for assistance.

Electronic Devices and Technology Resources (All Grade Levels)
Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones
For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all
testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal’s office for a fee of $15.

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

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

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

**Possession and Use of Other Personal Electronic Devices**

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

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

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

**Instructional Use of Personal Telecommunications and Other Electronic Devices**

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.
Some courses at the high school level will require the use of a digital device outside of the school day. Students can choose to use their own personal device or be issued a district owned device at no cost. If a student is enrolled in such a course, the teacher will make available class time within the first two weeks of school to check out a device from the Campus Technician office.

**Acceptable Use of District Technology Resources**

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district’s network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Access to the District’s electronic communications system, including the Internet, is available to students. Access is a privilege, not a right. Each student and/or parent will be required to sign the Acceptable Use Policy Agreement Sheet and adhere to the Acceptable Use Guidelines in order to be granted access to Irving ISD’s network.

The use of online services must be in support of education and research and in support of the educational goals and objectives of the Irving Independent School district. Any attempt to alter data, the configuration of a computer, or the files of another user, without the consent of the individual campus administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the IISD Student Code of Conduct booklet.

Parents concerned with access to Irving ISD’s network should refer to EFA (Local): Instructional Resources: Instructional Material Selection and Adoption Policy and follow the stated procedure. Any parent wishing to restrict their child’s access to any of Irving ISD’s network services will provide this restriction request in writing. Parents assume responsibility for imposing restrictions only on their own child.

Use of Irving ISD’s network services shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use.

Student use of computers, other technology hardware, software, and computer networks, including the internet, is only allowed when supervised or granted permission by a staff member.

All users are expected to follow existing copyright laws. Copyright guidelines are posted and/or available in the media center of each campus as well as posted on the District Web site.

Although the District has an Internet safety plan in place, students are expected to notify a staff member whenever they come across information or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.

Students who identify or know about a security problem are expected to convey the details to their teacher without discussing it with other students.

The district provides online access for some elementary/secondary school books, but not all instructional materials. Students may download the materials for the courses in which they are currently enrolled on computers at home or have access through devices at school. Access to this
Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, delivering, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal. This prohibition also applies to conduct either on or off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment or infringes on the rights of another student at school.

Any person taking, disseminating, delivering, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting,” will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ‘Before You Text Sexting Prevention Course’, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

An additional example of unacceptable conduct includes, but is not limited to the following:

- Using the network for illegal activities, including copyright, license, or contract violations or downloading inappropriate materials, viruses, and/or software, such as but not limited to hacking and host file sharing software
- Using the network for financial or commercial gain, advertising, or political lobbying.
- Accessing or exploring on-line locations or materials that do not support the curriculum and/or are inappropriate for school assignments, such as but not limited to pornographic sites.
- Vandalizing and/or tampering with equipment, programs, files, software, system performance, or other components of the network. Use or possession of hacking software is strictly prohibited.
- Causing congestion on the network or interfering with the work of others, e.g., chain letters or broadcast messages to lists or individuals.
- Intentionally wasting finite resources, i.e., on-line time, real-time music.
- Gaining unauthorized access anywhere on the network.
- Revealing the home address or phone number of one’s self or another person.
- Invading the privacy of other individuals.
- Coaching, helping, observing, or joining any unauthorized activity on the network.
- Using another user’s account, password, or ID card or allowing another user to access your account, password or ID.
- Forwarding/distributing e-mail messages without permission from the author.
- Posting anonymous messages or unlawful information on the system.
- Engaging in sexual harassment or using objectionable language in public or private messages, e.g., racist, terroristic, abusive, sexually explicit, threatening, demeaning, stalking, or slanderous.
- Falsifying permission, authorization, or identification documents,
- Obtaining copies of or modifying files, data, or passwords belonging to other users on the network
- Knowingly placing a computer virus on a computer or network.

In addition, any student who engages in conduct that results in a breach of the district’s computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

**End-of-Course (EOC) Assessments**

[See Graduation and Standardized Testing.]

**English Learners (All Grade Levels)**

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. A Spanish version of STAAR may be administered to students in grades 3, 4, and 5 if appropriate. In limited circumstances, a student’s LPAC may apply the English I EOC Special Provision for the student that will waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

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

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right. All student clubs/organizations (old or new) must request approval from the principal prior to the end of the 1st six weeks reporting period. No club/organization may be established or be considered as school-sponsored if this policy is
violated. To submit a club/organization for approval, the organization must have a certified teacher/sponsor or a teacher who will act as a liaison sponsor. (Board Policy FM [Local].) Each club/organization is to have approved, and on file in the principal's office, a set of bylaws, a constitution, or a guideline regarding membership, purpose, and goals. All school policies are to be enforced during meetings and/or outside club activities. In keeping with school policy, it is required that all dues, fees, etc. be deposited and disbursed through the school's activity fund.

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

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

Student safety in extracurricular activities is a priority of the district. School nursing staff is employed during school hours. If medical arrangements are needed, the parent/guardian of the student will set up a meeting to determine medical services required with the parent, teaching staff/coach, and school nurse. The equipment used in football is no exception. As a parent, you are entitled to review the district’s records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

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

- A student who receives at the end of a grading period a grade below 70 in any academic class the student shall be ineligible to participate in UIL extracurricular activities in accordance with timelines for suspension. The student may not participate in extracurricular activities for at least three weeks of school. This applies regardless if student is in or out of UIL season.

- A student who receives at the end of a grading period a grade below a 60 in an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or a language other than English shall be ineligible to participate in UIL extracurricular activities in accordance with timelines for suspension. The student may not participate in extracurricular activities for at least three weeks of school. This applies regardless if student is in or out of UIL season.

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

Effective May 1, 2019 TEA has amended the eligibility requirements for band, choir and orchestra UIL Concert & Sight-reading Contest. This amendment allows a student who has not passed all his/her classes but who is enrolled in a state-approved music course that participates in UIL Concert & SR Evaluation to perform with the ensemble during the UIL evaluation performance.

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

Offices and Elections
Certain clubs, organizations, and performing groups will hold elections for student officers. See campus principal for full list due to variations between campuses.

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

● Costs for materials for a class project that the student will keep.
● Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
● Security deposits.
● Personal physical education and athletic equipment and apparel.
● Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
● Voluntarily purchased student accident insurance.
● Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
● Personal apparel used in extracurricular activities that becomes the property of the student.
● Parking fees and student identification cards.
● Fees for lost, damaged, or overdue library books.
● Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

**Fundraising (All Grade Levels)**

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies FJ and GE.]

**Gang-Free Zones (All Grade Levels)**

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

**Gender-Based Harassment**

[See Dating Violence, Discrimination, Harassment, and Retaliation.]

**Grade-Level Classification (Grades 9–12 Only)**

After the ninth grade, students are classified according to the number of credits earned toward graduation. GT students with additional credits will not be reclassified unless, at the end of 10th grade, an early graduation plan is filed by the student and parent.

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 – 11 ½</td>
<td>Grade 10 (Sophomore)</td>
</tr>
<tr>
<td>12 – 17 ½</td>
<td>Grade 11 (Junior)</td>
</tr>
<tr>
<td>18+</td>
<td>Grade 12 (Senior)</td>
</tr>
</tbody>
</table>
Grading Guidelines (All Grade Levels)

- Grades shall reflect individual student mastery of the content. Grades are not based on a comparison of students to each other. When students complete assignments in groups, teachers shall assign individual grades to students to reflect the work/learning of individual students.

- There are two categories for grades/assignments: Minor Grades and Major Grades
  - Minor Grades (formative) are assessments designed to measure student progress in learning throughout a unit of instruction. Examples include, but are not limited to, the following: daily work, quizzes, homework, drafts, and performances.
  - Major Grades (summative) are assessments designed to measure student learning at the end of a unit. Examples include, but are not limited to, the following: tests, projects, research papers and final performances.
  - Performance Assessments are assessments that require students to perform tasks that are to be evaluated by the teacher. These assessments are often used in PE, fine arts and standards-based situations (PK-1).

- During a six-weeks period, a minimum of 5 minor grades and 2 major grades should be recorded in the gradebook before grades are verified. Teachers may, however, use their professional judgment and assign more assignments to be graded.

- Progress reports will be generated on the Friday of the third week during each six-weeks period. A minimum of 3 minor grades and 1 major grade should be recorded in the gradebook before progress reports are generated.

- Parent notification should be made if a student who was passing at progress report becomes in danger of failing a six-weeks marking period during the fourth or fifth week of the six-weeks.

- Students shall have two days for each absent day in order to complete assignments; however, teachers may provide additional time for extenuating circumstances.

- Teachers are expected to grade assessments and post grades to the gradebook program on a weekly basis, so parents can stay informed as to their child’s academic status.

  NOTE: It is understood that there may be exceptions to the turn-around-time on grading assessments such as major projects and formal lab reports.

- Special Education ARD/IEP committees shall determine the grading process for individual students. The decisions made by a student’s ARD/IEP committee take precedence over the district’s grading procedures.

### Minor and Major Grades/Assessments per Six Weeks

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Minor Grades (formative)</th>
<th>Major Grades (summative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten, Kindergarten and First Grade</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Second, Third, Fourth and Fifth Grades</td>
<td>20%</td>
<td>80%</td>
</tr>
</tbody>
</table>

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Sixth, Seventh and Eighth Grades | 40% | 60%  
Ninth, Tenth, Eleventh and Twelfth Grades | 40% | 60%

**Re-teach/Re-assess**
- For Grades PK-1, students are to be reassessed for any competency not mastered.
- Students in Grades 2-12 who score below 70 on a major grade/assessment shall be provided one re-teach opportunity. Once students have participated in the re-teach, they will receive one re-assess opportunity. Re-teach/re-assess is NOT required for failing grades on minor grades/assessments. Re-teach/Re-assess (for grading purposes) beyond the one opportunity is not permitted.
- Re-teach/Re-assess is NOT provided for semester exams.
- The maximum grade assigned after any re-assessment is 70%.
- Re-teach/Re-assess must occur within one (1) week after the student has received the failing grade on the major assessment. Teachers may use their professional judgment and extend the re-teach/re-assess timeline to address extenuating circumstances.
- Students are not to be allowed the opportunity for re-teach/re-assess at the end of a six-weeks marking period unless it is for a major grade/assessment that was returned to the student within the one-week timeframe.

**Elementary Specials (PE, Fine Arts, Health, etc.) Grading Guidelines**
- During a six-weeks period, a minimum of 1 minor grade and 1 major grade should be recorded in the gradebook before grades are verified. Teachers may, however, use their professional judgment and assign more assignments to be graded.

**Special Grading Circumstances**
- An “M” for “missing” shall be recorded in the grading system for missing assignments until the completed assignment is graded and the actual grade is recorded. The grading system will calculate the “M” as a 0 in the grade calculation until the actual grade for the assignment is recorded.
- An “EXC” for “Excused” shall be recorded if a teacher needs to excuse a student from an assignment. The recording of EXC for an assignment will not alter a student’s average for the six weeks.
- An “ET” for “Extra Time” shall be recorded if a teacher needs to provide additional time for a student to complete an assignment.
- An “NG” for “No Grade” shall be recorded by the Data Processing clerk, if a student enrolls in the district and no grade is transferred to the school for the course. Teachers cannot enter NG into the grading system.
An “INC” for “Incomplete” shall be recorded for a six weeks or final average if an average for the student cannot be calculated. A semester final grade cannot be calculated if any of the six weeks grades are INC.

**Grading – Students who enroll during a six-weeks marking period**

A student who enrolls during a six-weeks marking period shall be provided opportunities to achieve mastery of the essential knowledge and skills for that six-weeks, if possible. Teachers and counselors should consider the student’s particular circumstances in determining appropriate opportunities, which may include, but are not limited to:

- Tutorial sessions
- Testing to verify mastery of the course content
- The average of the grades received after arrival may be assigned to the missing grading period(s).

**Academic Work Habits**

A separate indicator shall be included on the report card for Academic Work Habits. This plus (+) or minus (-) indicator shall represent the degree to which students meet the behavior expectations correlated to important life skills that affect success with employment and other facets of life. Elementary report cards will have one indicator list that applies to all classes. The Academic Work Habits indicators include but are not limited to the following:

<table>
<thead>
<tr>
<th>Elementary Work Habits</th>
<th>Secondary Work Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attentive and engaged in learning</td>
<td>On time to class and completes work on time</td>
</tr>
<tr>
<td>On time and prepared for class</td>
<td>Prepared for class; attentive, engaged in learning</td>
</tr>
<tr>
<td>Works toward achieving individual and group goals</td>
<td>Works toward achieving individual and group goals</td>
</tr>
<tr>
<td>Demonstrates courtesy and respect to others</td>
<td>Demonstrates courtesy and respect in the learning environment</td>
</tr>
<tr>
<td>Adheres to the ethical use of technology in regard to property, privacy and appropriateness</td>
<td>Adheres to the ethical use of technology in regard to property, privacy and appropriateness</td>
</tr>
</tbody>
</table>

Special Education students with Behavior Intervention Plans (BIP) shall receive academic work habits +/- ratings according to the ARD/IEP based on data collection and progress on behavior goals.
Behavior Grades

Students are expected to exhibit appropriate behavior in all classes to facilitate their own learning as well as the learning of classmates. Teachers will provide students with a Behavior Grade to communicate to students and parents/guardians to represent how well the student is meeting the behavior expectations in class.

For students in grades 2 through 12, the following grading rubric will be applied:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Meets behavior expectations the majority of the time</td>
</tr>
<tr>
<td>B</td>
<td>Usually meets behavior expectations</td>
</tr>
<tr>
<td>C</td>
<td>Meets behavior expectations when reminded</td>
</tr>
<tr>
<td>U</td>
<td>Often fails to meet expectations even with reminders</td>
</tr>
</tbody>
</table>

Special Education students with Behavior Intervention Plans (BIP) shall receive behavior grades according to the ARD/IEP based on data collection and progress on behavior goals.

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who entered grade 9 in the 2014–15 school year, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]
If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

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

[See Standardized Testing]

**Foundation Graduation Program**

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

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

**Credits Required**

The foundation graduation program requires completion of the following credits:
### Course Area

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Number of Credits: Foundation Graduation Program</th>
<th>Number of Credits: Foundation Graduation Program with an Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language arts</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Social studies, including economics</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physical education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Language other than English</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Fine arts</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Speech</td>
<td>1/2</td>
<td>1/2</td>
</tr>
<tr>
<td>Health</td>
<td>1/2</td>
<td>1/2</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22 credits</strong></td>
<td><strong>26 credits</strong></td>
</tr>
</tbody>
</table>

Additional considerations apply in some course areas, including:

- **Mathematics.** In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student’s transcript and is a requirement to be considered for automatic admission purposes to a four-year Texas college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.

- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.

- **Language other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

### Available Endorsements

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

- Science, Technology, Engineering, and Mathematics;
● Business and Industry;
● Public Services;
● Arts and Humanities; or
● Multidisciplinary Studies.

Personal Graduation Plans
A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in the graduating class. The school will review personal graduation plan options with each student entering grade 9 and his or her guardian. Before the end of grade 9, a student and his or her guardian will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student’s personal graduation plan will denote an appropriate course sequence based on the student’s choice of endorsement.
Please also review TEA’s Graduation Toolkit.

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

Available Course Options for All Graduation Programs
Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. **Note:** The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

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

Students with Disabilities
Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP and in accordance with state rules.
A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See policy FMH(LEGAL).]

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

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

- Distinguished Achievement Program Candidates
- National Honor Society Graduates
- Jack E. Singley Community Service Award Graduates
- Student Council Officer Graduates
- Early Graduates
- Honor Graduates

**Graduation Speakers**
Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer. [See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see Student Speakers.]

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

**Scholarships and Grants**
Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program for tuition and
fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

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

**Hazing (All Grade Levels)**

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

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

**Health-Related Matters**

**Student Illness (All Grade Levels)**

When your child is ill, please contact the school to let us know he or she will not be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. Do not send your child to school if any of these symptoms are present in the previous 24 hours:

- Elevated temperature of 100.0 degrees or greater. The child shall remain fever free for 24 hours without the use of fever reducing medications before returning to school.
- Quick onset of cold, sore throat, or persistent cough. Persistent cough interrupts the child’s ability to concentrate and is disruptive to the classroom learning environment.
- Vomiting, nausea, or severe abdominal pain
- Repeated diarrhea the day or night before school
- Pus-like discharge from the nose or eyes – contagious conditions
- Red or inflamed eyes or discharge from the eyes (conjunctivitis)
- Suspected scabies, impetigo, acute skin rashes or skin lesion or draining wound not able to be contained with use of a band aid.
- Lethargic behavior.

There will be times when it is difficult to decide when your child is too ill to go to school. If you decide to send your child to school when he or she is on the “borderline” of being ill, call the school nurse or send a note to the teacher to share with the school nurse. Always include your phone number, especially if it has changed recently, in order to contact you quickly in the event your child’s condition has worsened and medical attention is required.
If your child complains of frequent headaches, stomachaches, or generally does not feel well, it is wise to mention this to your doctor. It is important to talk with your children about what causes physical complaints of pain such as when they are anxious about a test or an event. Some children also realize staying home brings extra attention. Please discuss any concerns with the teacher or school nurse. Our goal is to manage urgent situations and provide health promotion and counseling in order for your child to remain educationally successful.

Procedure for release from the school clinic:

If a student becomes ill during the school day, unless a true medical emergency, he or she must receive permission from the student’s teacher before reporting to the school nurse. The student must present to the clinic with a clinic pass and school ID badge. The registered nurse (RN) in the school and/or clinic medical assistant will evaluate the student complaint. The RN will provide a nursing assessment to determine if the child should be released from school due to illness and will contact the parent. Student cell phones are not allowed to be used to call home unless instructed to do so by the school nurse or clinic staff while in their presence. The parent or other designated person(s) will be expected to pick up the child at the school within one hour of notification. Failure to appropriately respond to such a request may be considered child neglect and/or abuse. The school nurse will involve the school administrator if a parent/guardian refuses to pick up a student from school and the nursing assessment provides evidence to send the student home. It is against accepted administrative guidelines to send an ill child to a home where no adult supervision is available. It is important that student records and phone numbers are kept current so that staff can reach parents/guardians in case of emergency.

All students shall be checked out of school through the attendance office. Students who do not follow procedure and call a parent/guardian from another phone will be required to see the campus administrator and unless evidence of illness, will return to the classroom until the parent arrives. The school nurse does not determine excused and/or unexcused absences. In all cases, the parent/guardian must provide all documentation required by attendance guidelines and attendance credit to the attendance office upon return to school.

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

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

**Bacterial Meningitis (All Grade Levels)**

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

**What is meningitis?**

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common, and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.
What are the symptoms?
Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

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

How is bacterial meningitis spread?
Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

How can bacterial meningitis be prevented?
Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It’s a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis?
You should seek prompt medical attention.

Where can you get more information?
Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local
health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, and the Department of State Health Services.

**Note:** DSHS requires at least one meningococcal vaccination on or after the student’s 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination (MCV4) within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.
[See Immunization for more information.]

**Food Allergies (All Grade Levels)**

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact 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 and provide appropriate medical documentation before the student attends school.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan or emergency care plan will be developed by the school nurse to assist the student in safely accessing the school environment. The medical form required for requesting a special diet at school can be accessed on the Clinic and Health Services or Food Services website.
[See policy FFAF and Celebrations.]

**Head Lice (All Grade Levels)**

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things such as brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student’s parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return. More information on head lice can be obtained from the DSHS website Managing Head Lice.

Head lice are common in the community and also in the school setting. If a child is identified with lice, the following procedures will enable parents to rid all children and home of this problem:
1. Check every family member for tiny white eggs (nits). Head lice are small grayish-tan insects without wings. Any family member with lice or nits needs to be treated.
2. Use an effective head lice treatment. Follow instructions carefully and be sure to retreat as directed. The school district does not provide medicated shampoo for treatment. You may obtain medicated shampoo without need of a physician’s prescription from any drug store or local market.
3. Inspect the child’s hair and remove nits every evening to prevent re-infestation. REMEMBER: You must treat your child’s hair a second time in 7-10 days.
4. Wash clothes, bed linens and towels using hot water and dry on hot cycle for at least 20 minutes.
5. Soak combs, brushes, etc., for 5-10 minutes in hot water.
6. Vacuum thoroughly.
7. Continue to check your child’s head every day for 2-3 weeks.
8. Identified children at school will be expected to be treated with a head lice shampoo before returning to school.

**14 Day Treatment Recommendations for Head Lice**

Treatment days are scheduled to interrupt the lifecycle of the insect. A nit comb should be used to comb the hair and can be bought at most pharmacies. It is sometimes required to pick the nits out with your fingers.

**Day 1:** Use medicated head lice shampoo containing pyrethrin or permethrin. Read and follow all directions on the shampoo box or bottle. COMB, or pick with your fingers, the hair to remove remaining nits.

**Day 2:** Comb hair carefully with lice comb for 30 minutes from the scalp to the end of the hair and remove all nits. Pick the nits out with your fingers. Do not wash hair today.

**Day 3-9:** Wash the hair using your regular shampoo. Rinse. Apply hair conditioner to make hair slippery. Comb the hair the entire length from the scalp to end of hair. Wipe the comb between each stroke with a paper towel, which removes any lice or nits. Keep hair wet while combing. Comb all hair for at least 15—30 minutes. Pick nits out of the hair.

**Day 10:** Use an over the counter medicated head-lice shampoo (to kill any lice that hatched since the previous medication use). Read and follow all directions on the shampoo. Many lice nits are not killed by the first treatment of shampoo and will infest the hair again.

**Day 11:** Comb hair carefully for at least 30 minutes from the scalp to the end of the hair with lice comb. Remove all nits. Do not wash hair today.

**Days 12-14:** Wash hair using regular shampoo. Rinse. Apply hair conditioner to make hair slippery. Comb the hair the entire length from the scalp to the end of the hair with lice comb. Wipe the comb between each stroke with a paper towel which removes any lice or nits. Pick the nits out of the hair with your fingers. Keep hair wet while combing. Comb or pick all hair for at least 30 minutes.
Physical Activity Requirements

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

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

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

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

High School Physical Education Substitutes
A student may earn up to 4 credits of PE through athletics. Marching Band will earn both fine arts and ½ credit of PE in the fall semester. Drill team and cheerleading, along with ROTC, will earn 1 PE credit. Dance may also earn a PE credit if the instructor is PE certified.

Restrictive PE
Students who are unable to participate in regular PE will be placed in a restrictive PE program. Requests for Restrictive PE must be accompanied by a physician’s statement of necessity.

Requests must be renewed each year.

Off-Campus Physical Education
The purpose of Off-Campus Physical Education Program is for students in the Irving Independent School District who participate in individual fitness activities that are not offered comprehensively by the physical education (P.E.) and/or athletic departments. The Irving ISD Off-Campus Physical Education Program allows students in grades 6-12 to earn school credits for their commitment to these activities if the activity is approved by the Texas Education Agency and the Irving Independent School District. Board Policies EIF (Legal) and EIF (Local) permit the district to substitute such programs for up to two state graduation credits in physical education for students in 9th – 12th grades. The Irving ISD Board of Trustees extends the same opportunity to middle school students to substitute off campus P.E. programs for local district Physical Education requirements.

The program is a cooperative arrangement between Irving Independent School District, the student, and an approved off-campus agency selected by the student. The District has no responsibility other than assuring itself that the program complies with these Guidelines. The Irving ISD is excluded from liability/medical expenses that may develop from the student’s participation in the off-campus activity including travel to and from the program. The student must submit an application to the District’s Coordinator of Health and Physical Education and
pay the prescribed fee before the off-campus activity can be approved as the replacement of a class period and/or a credit substitution.

Irving ISD chooses to offer two categories of off-campus physical education as authorized in 19 TAC §74.11 (d)(7)(C) and to extend this substitution opportunity to middle school students who have local P.E. requirements:

- **Category A:** Olympic-Level Participation and/or Competition that Allows the Student to be dismissed from a Physical Education Class. The student must participate in his/her selected activity, at the approved agency, under professional supervision, a minimum of fifteen hours each week. The required fifteen hours each week must be spread over at least four days and include at least ninety minutes of instruction by the approved instructor. A maximum of two of the fifteen required hours each week may be accounted for in competitive meets/tournaments. At least five of the required hours each week must be completed Monday through Friday. The student may not be dismissed from any class other than physical education class.

- **Category B:** Private or Commercially Sponsored Physical Activities that Do Not Require the Student to Miss a Class. This includes activities that are certified by the Superintendent or designee (Coordinator of Health and Physical Education) to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week is required.

Activities available through the Off-Campus Program are limited to activities that are not offered comprehensively through the physical education or athletic departments of the Irving ISD.

Responsibilities of the Coordinator of Health and Physical Education for Off-Campus Physical Education are as follows:

- Provide appropriate application forms to school counselors.
- Visit all new agencies and/or instructors to explain the program and instructor responsibilities.
- If the agency and instructor(s) meet the requirements, have the instructor sign an Instructor Agreement to keep on file. The Coordinator of Health and Physical Education will notify the school counselor concerning the approval or disapproval of each application.
- Visit with the parent(s) about the program and their responsibilities.
- Maintain communication throughout the semester with the student’s off-campus coach to address attendance and final grade.
- Maintain a file, including the following information, on all off-campus students:
  a. Credit agreement
  b. Activity schedule
  c. Attendance report
  d. Grade report
- Provide school counselors a grade and absence report for all off-campus students at the end of the semester in a timely manner.

Requirements of the Provider Agency for Off-Campus Physical Education are as follows:

- Must provide professional instructor(s) who will teach required lessons and provide
necessary supervision.

- Must be located within fifteen miles of the Irving Independent School District Administration Building.

Requirements and Responsibilities of the Agency Instructor for Off-Campus Physical Education are as follows:

- Sign applications and activity schedules for students participating in the Off-Campus Program at the instructor’s agency.
- Sign an Instructor Agreement stating that he/she is aware of the emphasis on program objectives and grading based on performance and attendance.
- Maintain an accurate record of student attendance and make it available to off-campus physical education staff, if needed.
- Evaluate each off-campus student’s performance and attendance. Submit a numerical grade recommendation for each student based on performance and attendance at the end of the semester for posting on the report card and transcript.
- Submit a six-week pass/fail grade to the school counselor for eligibility purposes if the student is involved in UIL activities.
- Inform the Irving ISD Coordinator of Health and Physical Education if a student’s attendance becomes irregular or if the student is not meeting the requirements of the program.

Requirements and Responsibilities of the Student involved in an Off-Campus Physical Education are as follows:

- Indicate a serious intent to obtain a high degree of proficiency in an approved activity.
- Remit tuition of $75 per semester to Irving ISD to partially defray the district’s expense in providing qualified supervision, monitoring of student participation, and maintenance of required records.
- Complete an application and return it to the Physical Education Office by the first week of the semester for which he/she is registering.
- May participate in on-campus and off-campus programs during the same semester so long as he/she receives credit for only one.
- May not receive credit for more than one of the following in a given semester: athletics, physical education, or off-campus physical education.
- May not transfer from a physical education class or athletics into off-campus physical education during the middle of a semester.
- Must participate a minimum of four days each week (Monday-Sunday).
- Must participate in at least ninety minutes of instruction each week by the approved instructor(s). Time spent in peer teaching may not be included in these ninety minutes.
- If the time requirements of the week cannot be fulfilled because of inclement weather, injury, etc., the hours must be rescheduled, and/or additional assignments must be completed at the discretion of the off-campus physical education staff.
- Must participate in the program a minimum of seventeen weeks. Extended absence for injury or illness (not to exceed nine weeks) will be excused only with a physician’s letter.
- Written assignments will be required as make-up for the time missed.
● Any student abusing the program by irregular attendance will be withdrawn from the course.
● No partial credit will be awarded.
● Confer with the school counselor about plans.
● Make arrangements with the selected agency and instructor(s).
● Student and instructor must complete the appropriate parts of the application and return to the off-campus staff by the end of the first week of the semester for which they are registering.
● Complete a course credit agreement and activity schedule and return to the off-campus physical education staff. These forms are distributed at the introductory meeting.
● Indicate anticipated participation hours on the forms provided, and have these hours verified by the agency instructor(s). Turn in form to Irving ISD Coordinator of Health and Physical Education.

Responsibilities of the School Counselor for an Off-Campus Physical Education include scheduling the student for late arrival or early dismissal, subject to the principal’s approval. Students may not have late arrival and early dismissal during the same semester. Record numerical grades received from the Coordinator of Physical Education and post them on the student’s transcript.

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

During the preceding school year, the district’s School Health Advisory Council (SHAC) held four meetings. Additional information regarding the district’s SHAC is available from the IISD Health/Physical Education Coordinator.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness. [See policies at BDF and EHAA. See **Human Sexuality Instruction** for additional information.]

**Student Wellness Policy/Wellness Plan (All Grade Levels)**

Irving ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the IISD Health and Physical Education Coordinator with questions about the content or implementation of the district’s wellness policy and plan.

**Other Health-Related Matters**

**Physical Fitness Assessment (Grades 3–12)**

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the Physical Education Teacher to obtain the results of his or her child’s physical fitness assessment conducted during the school year.
Vending Machines (All Grade Levels)
The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Director of Food and Nutrition. [See policies at CO and FFA.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)
Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

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

Asbestos Management Plan (All Grade Levels)
The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district’s Asbestos Management Plan is available in the superintendent’s office. If you have any questions or would like to examine the district’s plan in more detail, please contact the District’s designated asbestos coordinator, at (972) 600-5120.

Pest Management Plan (All Grade Levels)
The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child’s school assignment area may contact the District’s IPM coordinator, at (972) 600-5120.

Homebound Students
Homebound instruction is available to any Irving ISD student who is expected to be confined for a minimum of four weeks as documented by a physician licensed to practice in the United States. This includes at least four consecutive weeks or, for chronically ill students, any period of time totaling at least four weeks. If a student is confined to a hospital outside of Irving ISD for four (4) weeks or more, homebound service may be available through that particular school district in which the hospital is located. If the confined student is already served through Special Education, the ARD committee shall determine the amount of services to be provided to the student in a homebound setting. If not served in Special Education, the student’s 504 Committee shall determine services. It should be noted that not all subjects offered by the Irving Independent
School District can be taught in the homebound setting. Homebound enrollment forms may be obtained at each school campus. If there are further questions regarding homebound instruction, please contact the Coordinator for Homebound Instruction within the Office of Special Education or for regular education students, the Office of Guidance and Counseling.

**Homeless Students (All Grade Levels)**
You are encouraged to inform the district if you or your child is experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. For more information on services for homeless students, contact the office of Guidance, Counseling, and College Readiness at 972-600-5025.

**Homework (All Grade Levels)**
[See Grading Procedures (All Grade Levels) on page 59]

**Illness**
[See Student Illness under Health-Related Matters.]

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

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); meningococcal and Hemophilus influenzae type b and Pneumococcal Conjugate for Pre-Kindergarten students. Proof of immunization may be established by personal records from a licensed physician or public health clinic with the exact date received (i.e. 10/22/12) and a signature or rubber-stamp validation next to the date.

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.

Bacterial Meningitis vaccine is required for secondary students and many students attending dual credit courses on a college campus. Students will be required to furnish evidence of having received a bacterial meningitis vaccination within the five years prior of enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.
[For further information, see policy FFAB(LEGAL) and the DSHS website at Texas School & Child-Care Facility Immunization Requirements.]

**Immunizations by Grade Levels**

**Pre-K**
- 5 Diphtheria/Pertussis/Tetanus (4 if 1 received after 4th Birthday)
- 4 Polio (3 if 1 received after 4th Birthday)
- 1 Measles/Mumps/Rubella (1 after 1st Birthday)
- 1 HIB after 15 months (or 3 before 15 months)
- 3 Hepatitis B
- 1 Varicella (shot or history of Chickenpox)
- 2 Hepatitis A
- Pneumococcal Conjugate (4 if given before 15 months, 2 if given between 12-24 months, 1 if given after 24 months)

**Kindergarten-6th Grade**
- 4 Diphtheria/Pertussis/Tetanus (1 after 4th Birthday)
- 3 Polio (1 after 4th Birthday)
- 2 Measles/Mumps/Rubella (MMR) (2 after 1st Birthday)
- 2 Hepatitis A (2nd dose due 6 months after 1st)
- 3 Hepatitis B
- 2 Varicella (shot or history of Chickenpox)

**7th Grade - 10th Grade**
- 3 Diphtheria/Pertussis/Tetanus (1 after 4th Birthday)
- 1 Tdap/Td booster (Tdap required if more than 5 years since last dose of tetanus containing vaccine.)
- 3 Polio (1 after 4th Birthday)
- 2 Measles/Mumps/Rubella (MMR) (2 after 1st Birthday)
- 2 Hepatitis A (2nd dose due 6 months after 1st)
- 3 Hepatitis B
- 2 Varicella (shot or history of Chicken Pox)
1 Meningococcal (MCV4)

11th Grade - 12th Grade

- 3 Diphtheria/Pertussis/Tetanus (1 after 4th Birthday)
- 1 Tdap/Td booster (Tdap required if more than 10 years since last dose of tetanus containing vaccine)
- 3 Polio (1 after 4th Birthday) *Not required for persons eighteen years old or older
- 2 Measles/Mumps/Rubella (MMR) (2 after 1st Birthday)
- 3 Hepatitis B
- 2 Varicella (shot or history of Chicken Pox)
- 1 Meningococcal (MCV4)

Immunizations may be available from the Dallas County Health Department. Bring the shot records and/or call Dallas County Health Department for eligibility and information, 214-819-2163.

- Walk-in Immunization Clinics serve children 18 years and younger.
- Cost: $10 first visit, $5 subsequent visits. Minor Children must be accompanied by a parent, legal guardian or a relative over 18.
- Immunization Clinic Located at:
  440 S. Nursery (Inside Irving Human Services Building)
- Usually Monday – Friday  8:00 a.m.-4:00 p.m. (Call for hours

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
● By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student’s physical health or safety.

● To comply with a properly issued directive to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer’s identity and, to the best of his or her ability, will verify the official’s authority to take custody of the student. The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student’s release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

● All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.

● All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

● All appropriate district personnel in regard to a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

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

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

● For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the
student’s return. Documentation regarding the reason for the absence will also be required.

- For students in high school, the same process will be followed. If the student’s parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student’s need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student’s parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student’s parent and document the parent’s wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student’s parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

**During Lunch**

Irving ISD campuses are considered closed campuses. Students are not allowed to leave campus at lunch without a parent. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

**At Any Other Time During the School Day**

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

**Lost and Found (All Grade Levels)**

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

**Makeup Work**

**Makeup Work Because of Absence (All Grade Levels)**

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.
A student will be responsible for obtaining and completing makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regard to the state laws surrounding “attendance for credit or final grade.” [See Attendance for Credit or Final Grade.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences. A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

**DAEP Makeup Work**

**Elementary and Middle/Junior High School Grade Levels**

**Grades 9–12**

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

**In-School Suspension (ISS) Makeup Work (All Grade Levels)**

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

**Medicine at School (All Grade Levels)**

Medication that must be administered to a student during school hours must be provided by the student’s parent or legal guardian. A district consent form shall be filled out and signed by the parent annually for each medication provided. All medication, whether prescription or nonprescription, must be kept in the nurse’s office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by
law. (see the school nurse for clarification) The parent/guardian shall provide separate medication for any after-hours event as the school nurse is not on duty.

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

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container in English, provided by the parent/guardian, along with a written request/signed consent form.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled in English, container.
- Nonprescription medication, in the original, properly labeled container in English, provided by the parent/guardian along with a written request and signed consent form.
- Herbal or dietary supplements provided by the parent only if required by the student’s individualized education program (IEP) or Section 504 plan for a student with disabilities in English and accompanied by a qualified physician order. This circumstance may be reviewed by the Director of Clinic and Health Services and discussed with the Texas Board of Nursing as deemed necessary.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen and/or insect repellent before coming to school. For medical reasons, a student may bring sunscreen to school with a physician order to apply if necessary. A school teacher or district employee may assist with applying sunscreen to a student’s exposed skin if medical documentation is provided. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so. For medical conditions, communication with the school nurse to develop a safety plan is warranted.

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

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

Before or on the last day of school, the parent of a student with medication at school shall pick up the medication or discuss with the school nurse options for retrieving medication. If medications are not picked up, the school nurse will properly dispose of any remaining medication at the end of the nurse’s contracted day, typically the day after students are released from school. Please keep phone numbers updated.
In accordance with a student’s individual health plan or emergency care plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL).]

**Psychotropic Drugs**

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance. Teachers and other district employees may discuss a student’s academic progress or behavior with the student’s parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFAC.]

**Nondiscrimination Statement (All Grade Levels)**

In its efforts to promote nondiscrimination and as required by law, Irving ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- **Title IX Coordinator**, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Irving ISD Athletic Director, 2621 W. Airport Freeway, Irving, TX 75062 and (972) 600-5215.
- **ADA/Section 504 Coordinator**, for concerns regarding discrimination on the basis of disability: Division Director of Specialized Learning Services, 2621 W. Airport Freeway, Irving, TX 75062 and (972) 600-5070.
- **All other concerns regarding discrimination**: See the Superintendent, Magda Hernández-2621 W. Airport Freeway, Irving, TX 75062 and (972) 600-5000. [See policies FB, FFH, and GKD.]

**Parent and Family Engagement (All Grade Levels)**

**Working Together**

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
● Becoming familiar with all of your child’s school activities and with the academic programs, including special programs, offered in the district.

● Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.

● Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.

● Monitoring your child’s academic progress and contacting teachers as needed. [See Academic Counseling.]

● Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See Report Cards/Progress Reports and Conferences.]

● Becoming a school volunteer. [For further information, see policy GKG and Volunteers.]

● Participating in campus parent organizations.

● Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB]

● Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council (SHAC)]

● Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.

● Being aware of the school’s ongoing bullying and harassment prevention efforts.

● Contacting school officials if you are concerned with your child’s emotional or mental well-being.

● Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Parent Involvement Policy

● Irving Independent School District believes that all parents/guardians are partners with teachers and other staff in the education of their children. Irving Independent School District believes that parent involvement and empowerment are essential at all levels throughout the school district.

● Irving Independent School District believes that student academic achievement requires that parents/guardians have an understanding of curriculum, academic achievement standards, assessments, district/school policies and procedures, and how to monitor their children’s progress and work with educators to improve the achievement of their children.

Central Administration shall work in collaboration with parents and guardians and shall actively support the schools and parents in enhancing parent involvement by:

● Respecting parents/guardians as partners in the education of their children
● Valuing diversity and the need for equity in each school
● Promoting parent involvement in district leadership and decision-making
● Fostering a welcoming and responsive environment for parents
● Ensuring accountability of the staff at all levels throughout the district in working with parents as partners
● Valuing the need for partnerships within public and private entities in the Irving community
● Ensuring flexibility and accessibility within Central Administration operations and flexibility within district-wide processes and procedures
● Establishing and promoting communication as a source of trust and understanding between the district and parents

Principals, teachers and all schools staff shall work in collaboration with parents and guardians by:

● Respecting parents as partners in the education of their children and honoring their role as first and life-long teachers
● Valuing diversity and equity in each child’s learning
● Setting high expectations for excellent customer (student/parent) service
● Expecting high student achievement for all students
● Promoting parent involvement in site-based leadership and decision-making
● Valuing partnerships within the public and private entities within the Irving community
● Ensuring flexibility and accessibility within school-wide operations and flexibility within school processes and procedures
● Establishing and promoting communication as a source of trust and understanding between the school and parents

Parents/Guardians are asked and encouraged to be involved in their children’s learning and education by:

● Taking the initiative to seek the best educational opportunities for their children
● Understanding and respecting the mission and values of the school
● Respecting teachers and supporting school staff as partners in the education of their children
● Demonstrating respect for the school as a whole, including the faculty and staff
● Developing jointly with the teacher, a school-parent compact for their child that outlines how the parents, the school and the student will share the responsibility for improved academic achievement
● Identifying and addressing barriers to parent involvement
● Understanding school procedures and opportunities to contribute or receive support
● Participating in the development of the school parent involvement plan and the review and evaluation of the plan
● Utilizing two-way lines of communication between parents, school staff and the district on the instruction, achievement and conduct of their children
● Participating in training opportunities that will include but are not limited to: strategies/reinforcing learning at home, discipline and understanding cultural differences
● Valuing diversity and the need for equity in each child’s learning
● Participating in site-based leadership and decision making
● Volunteering in their children’s schools
● Supporting and engaging in developing partnerships within the Irving community

The Parent Advisory Council, made up of parent representatives from each campus and the District Improvement Committee, made up of parents, community members, teachers, principals and central administrators shall review and evaluate this Title I Parent Involvement Policy annually and make revisions to the policy as needed.

Physical Examinations/Health Screenings

Athletics’, High School Band, Color Guard, Drill Team, and Cheerleading Participation (Secondary Grade Levels Only)

A student who wishes to participate in, or continue participation in, the district’s athletics, high school band, color guard, drill team and cheerleading programs governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic and defined fine arts programs. This examination is required to be submitted annually to the district. An approved physical examination dated May 1 or later would be valid throughout the following school year. An approved physical dated prior to May 1 would be considered valid for a 365-day period from the date of the physical exam. [Also see policy FFAA.]

Other Examinations and Screenings (All Grade Levels)

All screenings are completed by employees certified by the State of Texas and The University of Texas-Pan American.

Spinal Screening

In compliance with Texas Health & Safety Code, Chapter 36, and House Bill 1076 the annual, state-required spinal screening will be conducted on females at age 10 and 12 years, and males once at age 13 or 14 years. The purpose of this program is to identify the students who may have spinal deformities and inform their parents, so the student may have an examination by their own
physician. Students are checked individually by the school nurse. All students must remove their shirt for this exam and girls are requested to wear a halter top, tube top, sports bra, or a two-piece swimsuit underneath their shirt on exam day. Parents will be notified of the results of the screening only if professional follow-up is necessary by a medical doctor. A student may not receive the screening if the parent provides the school nurse with documentation from a licensed professional the student is under their care for spinal problems or the screening has been performed by them and it is normal. An affidavit may be submitted stating the spinal screening will be conducted by a qualified individual outside the school with the parent providing results to the school nurse within 60 days of the signed affidavit. Another exception is providing a signed affidavit the spinal screening conflicts with religious tenets.

**Vision and Hearing Screening**

In compliance with state-required vision and hearing screening according to the Texas Health & Safety Code, Chapter 36, will be performed on all Pre-K, Kindergarten, 1st, 3rd, 5th, and 7th grade students as well as all newly enrolled students into the school district. Early detection and treatment will provide students with the opportunity to receive assessment by a licensed medical doctor in order to reach optimal academic success. Parents will be notified only if a student fails a vision and/or hearing screening. It is very important for parents to take their child for treatment and the school nurse will be able to provide information on assistance programs, if the child qualifies. Please inform the school nurse when your child receives treatment.

**Acanthosis Nigricans Screening**

In compliance with the Health and Safety Code 95.002–.004, Irving ISD is located in Region 10 and is required to assess Type 2 diabetes risk on all students in 1st, 3rd, 5th and 7th grades. Acanthosis Nigricans Screening is a light brown or velvety, rough, or thickened area on the surface of the skin that may signal high insulin levels indicative of insulin resistance. The screening does not include the removal of clothing. Parents will be notified if their child has been identified of being at risk for Type 2 diabetes. It is important for parents to take their child to see a medical doctor to discuss strategies to decrease the risk of developing Type 2 diabetes.

**Pledges of Allegiance and a Minute of Silence (All Grade Levels)**

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See Reciting the Pledges to the U.S. and Texas Flags.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first-class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC for more information.]
Request of Exemption
To request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag, the request must be in writing. State law does not allow your child to be excused from participation in the required moment of silence or silent activity that follows.

Prayer (All Grade Levels)
Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

Promotion and Retention
A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student’s teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

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

Elementary and Middle/Junior High-Grade Levels
Prekindergarten/Kindergarten students shall not be retained. Kindergarten retention shall be discouraged. Exceptions shall be allowed only when the parent, the classroom teacher, and the principal reach consensus that retention is in the best interest of the student.

For grade 1, promotion to grade 2 shall be based on an assessment of the student’s academic achievement. Input from the parent, the classroom teacher, and the principal shall be considered when making this decision.

In grades 2–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

In addition to the numerical average of 70 in language arts, a student should be reading “on-level.” “On-level” reading shall be assessed using one of the District-recommended assessment instruments. The assessed level shall be considered “on-level” if the student is no more than one-half year below his or her assigned grade as determined by the scoring scale provided with the assessment instrument.

In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the 5th grade STAAR in English or Spanish.
In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the 8th grade STAAR in English.

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

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law. [See Standardized Testing.]

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous, and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

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

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

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the school counselor or principal and policy EIF(LEGAL).] For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.
[For information related to the development of personal graduation plans for high school students, see Personal Graduation Plans.]

**High School Grade Levels**

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See Grade Level Classification.]

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

**Release of Students from School**

[See Leaving Campus.]

**Report Cards/Progress Reports and Conferences (All Grade Levels)**

Report cards with each student’s grades or performance and absences in each class or subject are issued at least once every six weeks. Progress reports will be provided during the 3rd week of each six weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child’s performance in any course/subject area is near or below 70 or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See Working Together for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy and are designed to reflect each student’s relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district’s grading policy. [See policy EIA(LOCAL) and Grading Guidelines.]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within two days.

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination is handled through the general complaint process found in policy
FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading guidelines.

Retaliation
[See Dating Violence, Discrimination, Harassment, and Retaliation.]

Safety (All Grade Levels)
Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance
Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child. For more information, visit the Irving ISD Risk Management website (Student Accident Insurance).

Insurance for Signature Studies (CTE)
If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district’s CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies
From time to time, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given, or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency Medical Treatment and Information
If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided information on Info-Snap enrollment or written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.
Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early, or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child’s school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community. In the event weather conditions, such as icy roads or inadequate heat, prevent the opening of schools an announcement will be released from the Office of the Superintendent on the Irving ISD web page www.irvingisd.net district social media sites, Time Warner Cable Channel 98 or Verizon FiOS Channel 33, local radio and television stations or via School Messenger® (an automated system for notifying parents).

SAT, ACT, and Other Standardized Tests

[See Standardized Testing.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

A course at one level of instruction may be dropped and another course in the same subject at a lower level of instruction may be added for credit if all of the following criteria are met:

1. The course is changed for legitimate reasons - approved by the principal.
2. There is space available in the new course.

The student will be awarded grade points for the entire course at the level of instruction of the new course.

A course may be dropped and another one added for credit if all of the following criteria are met:

1. The course is changed for a legitimate reason.
2. The course is changed within the first ten days of the semester.
3. There is space available in the new course.

There will be no loss of grade points for dropping a course if the following criteria are met:

1. Dropping a one-semester course during the first ten days of the semester.
2. Dropping a full-year course during the first six weeks.

A course dropped after the times stated above will be recorded as credit attempted with no credit earned. If the student drops the course with a failing grade, this will cause the student to be ineligible for UIL activities and extracurricular activities as outlined in section 33.081 of the Texas Education Code.
School Facilities

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus. Discuss any medical conditions with the overseeing program. Medical personnel are not present on site before or after school hours.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways During Class Time (All Grade Levels)

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Food and Nutrition Services

Early Childhood, Elementary and Middle School

The district participates in the National School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law. Starting this 2019/20 school year, the District is participating in the Community Eligibility Provision (CEP) at all Early Childhood, Elementary and Middle Schools. Students at these schools will be eligible to receive a free breakfast and lunch, regardless of income and without need of a meal application. High Schools are not included in this program at this time.

Parents are encouraged to maintain or open a student meal account to enable their child to purchase healthy snacks or an additional entrée. Any existing accounts with a balance will carry over into the following year.

High School

High Schools will continue with the traditional meals program. Free and reduced-price meals are available to high school students based on financial need or household situation. Parents of high school students are highly encouraged to submit an application for meal benefits. Information about a student’s participation is confidential; however, disclosure of a student’s
eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district’s child nutrition programs. A student’s name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children’s health insurance program (CHIP) unless the student’s parent notifies the district that a student’s information should not be disclosed. A parent’s decision will not affect the child’s eligibility for free and reduced-price meals or free milk. See https://mealapplications.irvingisd.net/, www.schoolcafe.com to apply for free or reduced price meal services.

**Charge Policy CO (LOCAL)- excerpt**

As established by the Board, a student with an exhausted or insufficient balance on his or her meal account shall be allowed to continue to purchase meals for up to five (5) school days. Parents are strongly encouraged to continually monitor their child’s meal account balance. When a student’s meal account is depleted and an initial charge is incurred, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board. When a student has charged the District’s limit of meals (5) and the balance is still outstanding, the District will notify the parents and the student will be offered an alternate meal. and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student’s parent on replenishment of the student’s meal account and payment of any outstanding balance, the student will receive an alternate meal. The District will make every effort to avoid bringing attention to such a student receiving an alternate meal.

**Library (All Grade Levels)**

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Each school campus in Irving ISD has a library on site for students and teachers use. Libraries provide instructional resources, instructional services, reference materials, and recreational reading materials for all students and teachers. The library serves as extension of the classroom.

There is one certified librarian on staff. Resources in the library may be necessary to complete research assignments. Teachers bring classes to the library, co-teach classes with the librarian, or send students on individual passes during the instructional day. The library is open before and after school for students’ use as well. Hours before and after school vary based on the school’s bell schedule. Check the library website for hours of operation or contact the school librarian.

Materials may be checked out for a two-week period and renewed as needed. Though fines are not charged for late materials, prompt return of materials is expected. Lost materials are assessed a replacement fine. The library does provide 24/7 access to e-books online, online databases, and the online catalog at www.irvingisd.net/library.

Materials may be placed on hold and renewed online. Through interlibrary loan (holds), high school students have access to most items within the district. Students use their identification
badges as their library cards; contact the librarian at the school if you need additional information.

Parents are able to check out library resource just like students. Please stop by the library to obtain a parent library card.

**Meetings of Non-curriculum Related Groups (Secondary Grade Levels Only)**

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal’s office.

**Searches**

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

**Students’ Desks and Lockers (All Grade Levels)**

Students’ desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers.

Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student’s desk or locker.

**Telecommunications and Other Electronic Devices (All Grade Levels)**

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.] Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF(LEGAL) and Electronic Devices and Technology Resources for more information.]
Vehicles on Campus (Secondary Grade Levels Only)
A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student’s parent will be contacted. If a search is also refused by the student’s parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

Trained Dogs (All Grade Levels)
The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

Metal Detectors (All Grade Levels)
[For further information, see policy FNF(LOCAL).]

Drug Testing (Secondary Grade Levels Only)
[For further information, see policy FNF(LOCAL). Also see Steroids.]

Sexual Harassment
[See Dating Violence, Discrimination, Harassment, and Retaliation.]

Special Programs (All Grade Levels)
The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or who are English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the Executive Director for Specialized Learning Services at (972) 600-5055.

Pre-Advanced Placement (Pre-AP) courses are available to students in middle and high school. These courses foster a high level of engagement and are open to any student who is willing and prepared to take on challenging course work. The course content goes beyond the state standards and is designed to be appropriately rigorous to prepare students to be successful in Advanced Placement (AP) courses. Pre-Advanced Placement (Pre-AP) courses are available in English Language Arts, Mathematics, Science, Social Studies, and Languages Other Than English (LOTE) in the middle school, grades six (6) through eight (8). Within the high school, Pre-AP
courses are available in English Language Arts, Mathematics, Science, Social Studies and Languages Other Than English (LOTE) in grades nine (9) through twelve (12).

Advanced Placement (AP) courses allow students to participate in a college-level course and possibly earn college credit while still in high school. This is accomplished by taking an AP examination designed by The College Board in May of each school year. AP courses are offered in English Language Arts, Mathematics, Social Studies, Science, Foreign Language, Art and Music. Students enrolled in Advanced Placement (AP) courses are required to take the AP Exams in May. Failure to do so will result in the loss of AP weighted points for the course in which the exam is not taken. The test fees for AP tests are paid by the school district.

Gifted and Talented Program Services

**Identification** – The Irving Independent School District seeks to identify those students who possess exceptional abilities and potential for accomplishment so outstanding that they require special gifted and talented programs to meet their educational needs. Through a three-stage process of identification, campus screening/selection committees follow an ongoing, comprehensive and systematic review of all students in an attempt to identify students in need of GT services. The identification process is ongoing, and referrals will be accepted at any time. Nomination forms and additional information on Gifted and Talented Services are available in the campus counseling office or at [www.irvingisd.net/gt](http://www.irvingisd.net/gt).

**Program Services** – Gifted and talented services are specifically designed for the strengths and learning needs of the gifted learner, grades K-12. Specially trained teachers provide learning opportunities with course content that is either above-grade level or goes beyond the state standards, allowing students to excel and compete at the national level. The students demonstrate skills in self-directed learning, thinking, research and communication and develop innovative products and performances that reflect creativity, individuality and professional-level quality. Gifted courses are available within the four academic areas: English language arts, mathematics, science, and social science.

Standardized Testing

Secondary Grade Levels

**SAT/ACT (Scholastic Aptitude Test and American College Test)**

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Eleventh grade students are provided the opportunity during the school day to take the SAT in the spring semester, generally the middle of April. Twelfth grade students are provided the opportunity during the school day to take the ACT in the fall semester, generally late September or early October. Both school day opportunities are provided at no cost to the student. The Preliminary SAT (PSAT) is the corresponding preparatory and readiness assessment for the SAT and more information can be obtained on this assessment from the school counselor. Tenth and eleventh grade students are provided the opportunity during the school day to take the PSAT assessment, generally the middle of October. Eighth grade students are provided the opportunity during the school day to take the PSAT (8/9) assessment, generally the middle of October.
Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student’s performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

**TSI (Texas Success Initiative) Assessment**

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

**STAAR (State of Texas Assessments of Academic Readiness)**

**Grades 3–8**

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

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

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student’s ARD committee.

STAAR Spanish is available for eligible students in grades 3-5 for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History
Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student’s ARD committee.

An ARD committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student’s personal graduation plan. [See Graduation for additional information.]

**Steroids (Secondary Grade Levels Only)**

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

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

**Students in Foster Care (All Grade Levels)**

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

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

Please contact the district’s foster care liaison, at (972) 600-6125 with any questions.

**Student Speakers (All Grade Levels)**

The district provides students the opportunity to introduce at selected school events. If a student meets the eligibility criteria and wishes to introduce one of the available school events, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and Graduation for information related to student speakers at graduation ceremonies.]
Substance Abuse Prevention and Intervention (All Grade Levels)
If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children’s mental health and substance abuse intervention services on its website: Services for Children and Adolescents.

Suicide Awareness and Mental Health Support (All Grade Levels)
The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access Texas Suicide Prevention or contact the school counselor for more information related to suicide prevention services available in your area.

Summer School (All Grade Levels)
A variety of summer school programs are offered for both academic and enrichment purposes. See your school counselor for more information.

Tardies (All Grade Levels)
Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)
Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)
The principal is authorized to transfer a student from one classroom to another.

The district will provide an application for use in requesting a transfer to any school within its boundaries. Included on this application are all the restrictions placed on the student, provided such transfer is approved. Applications for transfer within the district will be considered annually. Special hardship cases and cases of move-ins will be considered as they arise. Written applications will be filed with the receiving school principal from Jan. 15-March 1 each year. These guidelines do not apply to the Jack E. Singley Academy.

- All transfers are subject to available space in the student’s grade level throughout the school year. Students who live in an attendance area have priority over in-district transfer
students in attending the school in which they have been assigned by designated attendance zones.

- All district transfer requests must receive the approval of the Director of Campus Operations. The Director of Campus Operations may consider space, adequate academic progress, the student’s attendance record, citizenship record and behavior record in the decision to approve or disapprove a transfer request. Once the transfer is approved, the student will be able to complete every grade level at the campus without renewing annually unless transfer guidelines are not upheld, other conditions of this agreement are violated, or overcrowded conditions warrant revocation of the transfer.

- Transfer requests will be accepted between Jan.15-Mar.1 each year. Students will be placed on a waiting list prioritized by the date and time of receipt of the completed transfer form at the receiving school. In-district transfer requests for students of IISD employees who work at the receiving school will be given priority over other transfer requests. School authorities will notify parents/guardians by June 15 of the approval or disapproval of transfer requests. School authorities will exercise the right to limit transfers to any school where the enrollment reaches a level considered a maximum for the administration of an effective and efficient educational program. Transfer requests received after May 1 will only be approved on a space available basis.

- Transfer students shall be punctual, maintain a 90% attendance record, and adhere to school rules, requests, and policies, and exemplify acceptable citizenship and conduct. Transfer students shall make acceptable academic progress. Failure to comply with these requirements will jeopardize the student’s transfer privilege and constitute grounds for immediate revocation of the transfer.

- District transportation services will not be provided for in-district transfer students.

- The eligibility of in-district transfer students for participation in any UIL activity or any other activity governed by UIL rules and regulations, whether or not under UIL sanctions, will be referred to a committee appointed by the Superintendent. This committee will determine the eligibility of the student. Ineligibility shall include nonparticipation in rehearsals, workouts, and/or practices or UIL events.

- In approving in-district transfer requests for students in grades 9, 10, 11 and 12, both high school principals and the home athletic coordinator will certify the transfer is not for the purposes of participating in any UIL activity or any other activity governed by UIL rules and regulations, whether or not under UIL sanctions, and that no proselytizing or tampering has occurred. A student is not eligible for varsity athletics unless approved by all parties and all UIL rules are satisfied.

- In-district and Out-of-district transfers granted will remain in effect for each grade level available at the campus provided space is available and transfer guidelines are upheld.
Transfers for Extenuating Circumstances:

- A student residing in the household of a special education student assigned to a district campus other than the campus the student would otherwise attend may be allowed to transfer to the same school if there is space available. Contact the Director of Campus Operations PK-12 for information.
- Parents may request a transfer to another classroom or campus if your child has been verified by the board or its designee to have been a victim of bullying as defined by TEC 25.0342. Transportation is not provided for a transfer to another campus. Contact the Director of Campus Operations PK-12 for information.
- If your child attends a school identified by TEA as persistently dangerous or if your child was a victim of a violent criminal offense while in school or on school grounds, you may request a transfer to another district school. For more information, contact the Director of Campus Operations PK-12.
- For specific questions regarding procedures and guidelines for The Jack E. Singley Academy please contact the Director of Campus Operations PK-12.

Transfers for Curricular Reasons:

Students may apply for a transfer from one attendance area to another in order to enroll in a course or program not offered at the school in the student's attendance zone. Students wishing to apply for such transfer will complete application forms that are available in each school office. The application will be sent to Campus Operations PK-12 office. A committee composed of the two school principals involved and the Director of Campus Operations PK-12 will need to approve all transfer requests. A student transferring from one attendance area to another will not be eligible for district-provided transportation. A high school student may apply for transfer to another campus for enrollment in a special course and carry the remainder of classes in the student's school attendance zone, provided the student's required travel time does not exceed one period. This provision does not apply to the Jack E. Singley Academy.

Students Moving Within the District in the Second Semester

If a family moves within the district during the second semester, the student is not required to withdraw from their current campus. The student may be placed on a transfer until the end of the school year to allow the child to remain on the same campus. If the parent requests to withdraw their child, they will be permitted to do so. Campus administrators should encourage families to complete the school year at the student’s current campus. This does not apply to students who have moved outside of Irving ISD boundaries.

A Note Regarding In-District Transfers for 2019-2020

Students currently attending a district school based on a transfer will continue to be granted that opportunity until the completion of their educational track as long as they continue in good standing under the district guidelines for student transfers. Any parent desiring for additional siblings of the transfer student to be allowed to attend that same campus will have to follow the regular application process. The acceptance of any new transfers will be determined by the ability of the receiving campus to accept new transfers based on district-assigned teaching units and enrollment capacity. If a new transfer is not approved due to the above-mentioned
stipulations a decision will have to be made by the parent/guardian to keep the returning transfer student on that campus or place him/her back in the campus of his/her attendance zone.

[See Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education Services, for other transfer options.]

**Transportation (All Grade Levels)**

**School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

**Buses and Other School Vehicles**

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district’s website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact IISD Security and Transportation Manager at (972) 600-5109 or contact Dallas County Schools Irving Bus Lot @ 972-313-4628.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver’s directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
• Wait for the driver’s signal upon leaving the vehicle and before crossing in front of the vehicle.
• Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

**Vandalism (All Grade Levels)**

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

**Video Cameras (All Grade Levels)**

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal for further information or to request the installation and operation of this equipment. [See EHBAF(LOCAL).]

**Visitors to the School (All Grade Levels)**

**General Visitors**

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor’s arrival, the individual must check in at the main office first. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.
Unauthorized Persons
In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).
[See also Student Code of Conduct.]

Business, Civic, and Youth Groups
The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day
In the fall semester, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students and Irving ISD’s Annual College Night. The event is held at Jack E. Singley Academy.

Volunteers (All Grade Levels)
We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact our district coordinator at (972) 600-5025 for more information and to complete an application or go to https://www.irvingisd.net/volunteer

Voter Registration (Secondary Grade Levels Only)
A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)
A student under age 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal’s office.

On the student’s last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student’s permanent record.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.
Glossary

**Accelerated instruction** is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

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

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

**Attendance review committee** is 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.

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

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

**ESSA** is Every Student Succeeds Act passed by the federal government in December 2015.

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

**IEP** is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student’s present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student’s progress will be measured and how the parents will be kept informed; accommodations for state or district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.
**IGC** is the individual graduation committee, formed in accordance with state law, to determine a student’s eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

**PGP** stands for Personal Graduation Plan, which is 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.

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

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

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

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

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

**STAAR Spanish** is an alternative state-mandated assessment administered to eligible students in grades 3-5 for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary, for promotion or graduation.
**Student Code of Conduct** is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.

**TELPAS** stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

**TSI assessment** is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

**TxVSN** is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public-school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

**UIL** refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.
Appendix: Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [http://pol.tasb.org/home/index/367](http://pol.tasb.org/home/index/367). Below is the text of Irving ISD’s policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

**Student Welfare: Freedom from Bullying**
Policy FFI(LOCAL) adopted on 07-27-2015

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student’s education or substantially disrupts the operation of a school.

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading, or ostracism.

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

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

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District’s ability to investigate and address the prohibited conduct.
To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District’s Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District’s policy against bullying.

The principal or designee shall refer to FDB for transfer provisions.
The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Retention of records shall be in accordance with CPC(LOCAL).

The District shall provide training to all campus staff that will include preventing, identifying, responding to, and reporting incidents of bullying.

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District’s Web site, to the extent practicable, and shall be readily available at each campus and the District’s administrative offices.
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