



# 2023-2024 STUDENT HANDBOOK

# **Irving ISD Student Handbook**

## **2023-2024 School Year**

If you have difficulty accessing the information in this document because of disability, please contact the district Campus Operations Office at 972-600-5023.

## Contents

Graphic Cover .....	0
Irving ISD Student Handbook .....	i
Preface Parents and Students:.....	2
Accessibility .....	3
Section One: Parental Rights .....	3
Consent, Opt-Out, and Refusal Rights .....	3
Consent to Conduct a Psychological Evaluation .....	3
Consent to Human Sexuality Instruction .....	3
Consent Before Human Sexuality Instruction .....	5
Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking .....	5
Consent to Provide a Mental Health Care Service .....	6
Consent to Display a Student's Original Works and Personal Information .....	6
Consent to Receive Parenting and Paternity Awareness Instruction if a Student is Under Age 14 .....	6
Consent to Video or Audio Record a Student when Not Already Permitted by Law .....	7
Prohibiting the Use of Corporal Punishment .....	7
Limiting Electronic Communications between Students and District Employees .....	7
Objecting to the Release of Directory Information .....	8
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only) .....	9
Participation in Third-Party Surveys .....	9
"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information .....	9
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction .....	10
Religious or Moral Beliefs .....	11
Tutoring or Test Preparation .....	11
Right of Access to Student Records, Curriculum Materials, and District Records/Policies ...	11
Notices of Certain Student Misconduct to Noncustodial Parent .....	12
Participation in Federally Required, State-Mandated, and District Assessments .....	12
Student Records .....	12
Authorized Inspection and Use of Student Records .....	13
Teacher and Staff Professional Qualifications .....	16
A Student with Exceptionalities or Special Circumstances .....	16
Parental Role in Certain Classroom and School Assignments .....	17
Safety Transfers/Assignments .....	17

## Irving ISD Student Handbook

A Student in the Conservatorship of the State (Foster Care).....	17
A Student Who Is Homeless .....	18
A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services.....	19
Section 504 Referrals.....	21
Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education .....	21
A Student Who Receives Special Education Services with Other School-Aged Children in the Home .....	21
A Student Who Speaks a Primary Language Other than English .....	21
A Student with Physical or Mental Impairments Protected under Section 504 .....	22
Student Use of a Service/Assistance Animal .....	22
Section Two: Other Important Information for Parents and Students .....	22
Absences/Attendance .....	22
Compulsory Attendance .....	22
Compulsory Attendance — Exemptions .....	24
Compulsory Attendance — Failure to Comply.....	25
Students with Disabilities .....	25
Attendance for Credit or Final Grade (All Grade Levels) .....	26
Documentation after an Absence (All Grade Levels) .....	27
Accountability under State and Federal Law (All Grade Levels).....	28
Armed Services Vocational Aptitude Battery Test (Grades 10-12).....	28
Awards and Honors (All Grade Levels) .....	28
Bullying (All Grade Levels).....	29
Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) .....	32
Celebrations (All Grade Levels) .....	32
Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)....	33
Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children .....	34
Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children .....	34
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) .....	35
Collegiate GPA .....	37
Final Exams.....	38
Class Schedules (Secondary Grade Levels Only) .....	38
College and University Admissions and Financial Aid (All Grade Levels) .....	38
College Credit Courses (Secondary Grade Levels Only).....	39
Communications (All Grade Levels) .....	40



## Irving ISD Student Handbook

Complaints and Concerns (All Grade Levels) .....	40
Conduct (All Grade Levels) .....	41
Deliveries .....	41
Disruption of School Operations .....	41
Social Events .....	42
Counseling .....	42
Academic Counseling .....	42
Course Credit (Secondary Grade Levels Only) .....	43
Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12) .....	43
Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject .....	44
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) .....	44
Harassment .....	46
Retaliation .....	46
Reporting Procedures .....	47
Investigation of Report .....	47
Discrimination .....	47
Distance Learning (All Grade Levels) .....	47
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels) .....	48
Dress and Grooming (All Grade Levels) .....	49
Electronic Devices and Technology Resources (All Grade Levels) .....	50
Instructional Use of Personal Telecommunications and Other Electronic Devices .....	50
End-of-Course (EOC) Assessments .....	51
Emergent Bilingual Students (All Grade Levels) .....	51
Extracurricular Activities, Clubs, and Organizations (All Grade Levels) .....	52
Standards of Behavior .....	53
Fees (All Grade Levels) .....	53
Fundraising (All Grade Levels) .....	54
Gang-Free Zones (All Grade Levels) .....	54
Gender-Based Harassment .....	54
Grade-Level Classification (Grades 9-12 Only) .....	54
Grading Guidelines (All Grade Levels) .....	54
Academic Work Habits .....	57
Graduation (Secondary Grade Levels Only) .....	57
Foundation Graduation Program .....	58
Credits Required .....	59
Available Endorsements .....	60

## Irving ISD Student Handbook

Financial Aid Application Requirement .....	60
Personal Graduation Plans .....	61
Available Course Options for All Graduation Programs .....	61
Students with Disabilities .....	62
Graduation Activities .....	62
Graduation Speakers .....	63
Harassment .....	63
Hazing (All Grade Levels) .....	63
Health — Physical and Mental .....	64
Procedure for Release from the School Clinic.....	64
Immunization (All Grade Levels).....	64
Lice (All Grade Levels).....	66
Medicine at School (All Grade Levels).....	66
Asthma and Severe Allergic Reactions.....	67
Unassigned Opioid Antagonists .....	67
Steroids (Secondary Grade Levels Only) .....	67
Mental Health Support (All Grade Levels) .....	68
WHO--- We Help Ourselves.....	68
Physical Activity Requirements .....	69
Physical Fitness Assessment (Grades 3-12).....	69
Physical Health Screenings/Examinations .....	69
Spinal Screening Program .....	70
Health-Related Resources, Policies, and Procedures .....	71
School Health Advisory Council (SHAC) (All Grade Levels) .....	72
Student Wellness Policy/Wellness Plan (All Grade Levels) .....	73
Homework (All Grade Levels) .....	73
Law Enforcement Agencies (All Grade Levels) .....	73
Leaving Campus (All Grade Levels) .....	74
During Lunch .....	75
At Any Other Time during the School Day .....	75
Lost and Found (All Grade Levels) .....	75
Makeup Work .....	75
DAEP Makeup Work .....	75
Opportunity to Complete Courses .....	76
Nondiscrimination Statement (All Grade Levels).....	76
Nontraditional Academic Programs (All Grade Levels) .....	77

## Irving ISD Student Handbook

Pathways in Technology Early College High Schools (P-TECH) .....	78
Parent and Family Engagement (All Grade Levels) .....	78
Parent Involvement Policy .....	79
Parking and Parking Permits (Secondary Grade Levels Only) .....	81
Pledges of Allegiance and a Minute of Silence (All Grade Levels) .....	82
Prayer (All Grade Levels) .....	82
Promotion and Retention .....	82
Repeating a High-School Credit Course .....	84
Release of Students from School [See Leaving Campus on page 76.] .....	84
Remote Instruction .....	84
Report Cards/Progress Reports and Conferences (All Grade Levels) .....	84
Retaliation.....	85
Required State Assessments.....	85
Standardized Testing for a Student Enrolled Above Grade Level .....	85
High School Courses End-of-Course (EOC) Assessments.....	86
Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels).....	86
Standardized Testing for a Student in Special Programs .....	86
Failure to Perform Satisfactorily on STAAR or EOC .....	86
Personal Graduation Plans — [Middle or Junior High] School Students .....	87
Safety (All Grade Levels) .....	87
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies .....	88
Emergency Medical Treatment and Information.....	88
Emergency School Closing Information .....	89
SAT, ACT, and Other Standardized Tests .....	89
Schedule Changes (Middle/Junior High and High School Grade Levels) .....	89
School Facilities .....	90
Food and Nutrition Services (All Grade Levels) .....	90
Vending Machines (All Grade Levels).....	91
Pest Management Plan (All Grade Levels) .....	91
Conduct Before and After School (All Grade Levels) .....	92
Library (All Grade Levels) .....	92
Use of Hallways during Class Time (All Grade Levels).....	92
Use by Students Before and After School (All Grade Levels) .....	92
Meetings of Non-curriculum-Related Groups (Secondary Grade Levels Only) .....	92
School-Sponsored Field Trips (All Grade Levels) .....	93
Searches .....	93

## Irving ISD Student Handbook

Telecommunications and Other Electronic Devices (All Grade Levels) .....	94
Trained Dogs (All Grade Levels) .....	94
Drug Testing (Secondary Grade Levels Only) .....	94
Sexual Harassment .....	94
Special Programs (All Grade Levels) .....	94
Standardized Testing .....	95
Student Speakers (All Grade Levels) .....	95
Summer School (All Grade Levels) .....	96
Tardies (All Grade Levels) .....	96
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels) .....	96
Transfers (All Grade Levels) .....	96
Transportation (All Grade Levels) .....	98
Buses and Other School Vehicles .....	98
Consequences for disruption of a safe transportation ride: .....	99
Vandalism (All Grade Levels) .....	100
Video Cameras (All Grade Levels) .....	101
Visitors to the School (All Grade Levels) .....	101
Volunteers (All Grade Levels) .....	102
Voter Registration (Secondary Grade Levels Only) .....	102
Withdrawing from School (All Grade Levels) .....	103
Glossary .....	104
Appendix .....	107
Freedom from Bullying Policy .....	107
Student Welfare: Bullying Prohibited .....	107
Minimum Standards .....	107
Retaliation .....	107
False Claim .....	107
Timely Reporting .....	108
Reporting Procedures .....	108
Employee Report .....	108
Report Format .....	108
Periodic Monitoring .....	108
Notice of Report .....	108
Prohibited Conduct .....	108
Investigation of Report .....	108
Concluding the Investigation .....	109



Irving ISD Student Handbook

Notice to Parents ..... 109

District Action..... 109

Discipline ..... 109

Corrective Action ..... 109

Transfers..... 109

Counseling..... 109

Improper Conduct.....110

Confidentiality .....110

Appeal .....110

Records Retention.....110

Training .....110

## Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, teachers, and other staff members working together will make this a successful year.

The Irving ISD Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the Irving ISD 2023-2024 Student Code of Conduct. To review the Code of Conduct, visit the district’s website at <https://www.irvingisd.net/Page/808>. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested from the Campus Operations Office, 972-600-5023.

**Note:** References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the Irving ISD Superintendent’s Office, and an unofficial electronic copy is available at <https://pol.tasb.org/home/index/367>.

The policy manual includes:

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

For questions about the material in this handbook, please contact:

## Section One: Parental Rights

Imelda Little  
Executive Director of PK-8<sup>th</sup> Schools  
2621 W. Airport Freeway  
[ilittle@irvingisd.net](mailto:ilittle@irvingisd.net)  
972-600-5095

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

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

[See **Objecting to the Release of Directory Information** on page 8 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 9 for more information.]

### Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Dr. Reny Lizardo  
Director of Campus Operations  
2621 W. Airport Freeway  
[rlizardo@irvingisd.net](mailto:rlizardo@irvingisd.net)  
972-600-5023

## Section One: Parental Rights

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

### Consent, Opt-Out, and Refusal Rights

#### Consent to Conduct a Psychological Evaluation

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

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

#### Consent to Human Sexuality Instruction

#### Annual Notification

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

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

## Section One: Parental Rights

**Elementary School:** 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 with any questions.

### **Middle School:**

- **NEW DECISIONS** (6<sup>th</sup> grade) is a district developed unit using adopted health education resources. It includes topics such as goal setting, healthy relationships, beginning of life, abstinence as the best choice, consent, refusal skills, sexually transmitted infections, contraception, and personal safety.
- **BIG DECISIONS** (7<sup>th</sup>/8<sup>th</sup> grade) has been taught at the middle school level for over 10 years in Irving ISD. It was developed by Healthy Futures of Texas and includes topics such as setting goals to achieve your dreams, anatomy and reproduction, abstinence as the best choice, consent, refusal skills, sexually transmitted infections, contraception, maintaining personal safety and setting limits.

**High School: HEALTHY DECISIONS** has been taught at the high school level for over 6 years. It is a district developed unit using a variety of adopted health education resources. It includes topics such as anatomy and reproduction, setting goals to achieve your dreams, abstinence as the best choice, healthy relationships, myths about sexual health and behavior, consent and assertive refusal skills, date rape, sexual abuse, sexually transmitted infections, media influence, parenting, and paternity awareness.

For further information, see the district's human sexuality instruction website <https://www.irvingisd.net/Page/463> or contact Dr. Sandi Cravens [scravens@irvingisd.net](mailto:scravens@irvingisd.net)

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 40 and FNG(LOCAL).

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age.
- Devote more attention to abstinence from sexual activity than to any other behavior.
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity.
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases.
- 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.

[See Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 5.]



## Section One: Parental Rights

### Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction begins.

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

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

### Annual Notification

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

**A21** Human Trafficking Education Curriculum is an interactive, developmentally age-appropriate, and standards and researched-based prevention curriculum designed to teach students how to protect themselves from human trafficking and exploitation. The curriculum lays the foundation for making healthy choices and ways to respond to dangerous or threatening situations. There are four foundational pillar lessons woven throughout each grade level to add an extra level of protection. Rights and Responsibilities Pillar focuses on personal and relational rights inherent to all individuals and how to identify when rights are violated. Character Development Pillar focuses on self-concepts (self-control, self-confidence, self-care), and the ability to express needs, wants, and emotions in a healthy manner. Relationship Boundaries Pillar focuses on the ability to discern healthy and unhealthy boundaries, specifically how to trust intuition when noticing red flags and how to safeguard against human trafficking. Digital Safety Pillar focuses on the preventative actions necessary to protect an individual against online exploitation (digital citizenship, gaming safety, cyberbullying, grooming, and online messaging).

**WHO (We Help Ourselves) Program** spans from pre-school-12<sup>th</sup> grade, encouraging learning through age-appropriate videos, discussion topics, situational program solving and follow-up activities. It was designed to prevent the likelihood of child victimization by building children's ability to analyze strange or dangerous situations. WHO is a series of research-based curricula that are formed on sensitive, non-threatening content and methodology. For further information, see the district's abuse prevention instruction website at <https://www.irvingisd.net/Page/2510>

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 40 and policy FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 3; **Dating Violence** on page 45; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 33]

## Section One: Parental Rights

### **Consent to Provide a Mental Health Care Service**

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

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

When a student is exhibiting mental health concerns, the school counselor will meet with the student to provide support. After acquiring consent from the parent/legal guardian, the school counselor will conduct the Columbia-Suicide Severity Rating Scale (C-SSRS). Parents will be asked to meet with school personnel to provide resources for the student.

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

The mental health liaison can be reached at:

Sofia Lopez  
Director of At-Risk & Responsive Services  
2621 W. Airport Fwy  
[soflopez@irvingisd.net](mailto:soflopez@irvingisd.net)  
972-600-5027

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

[See **Mental Health Support** on page 68.]

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

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

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

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

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

A student under age 14 must have parental permission to participate in the district's [Parenting and Paternity Awareness Program](https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum) (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). This program was

## Section One: Parental Rights

developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

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

### **Prohibiting the Use of Corporal Punishment**

Corporal punishment — spanking or paddling a student — may not be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

District personnel may use discipline methods other than corporal punishment.

### **Limiting Electronic Communications between Students and District Employees**

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

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

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

The employee is required to include the student’s parent as a recipient on all text messages.

## Section One: Parental Rights

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 parents are also included in all individual communications.

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

### Objecting to the Release of Directory Information

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

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

- A student's photograph (for publication in the school yearbook)
- A student's name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating 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 this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name, address, telephone number, photograph, participation in officially recognized activities and sports, weight, and height of members of athletic teams, current grade level, enrollment status, and honors/awards received. If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, enrollment/withdrawal dates, campus(es) attended, current grade level, and graduation status. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

**Note:** Also see **Authorized Inspection and Use of Student Records** on page 13.



## Section One: Parental Rights

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

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

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

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the registration forms packet.]

[Military Recruiter DCL \(PDF\)](#)

[Access to High School Students and Information on Students by Military Recruiters | Protecting Student Privacy](#)

### **Participation in Third-Party Surveys**

#### **Consent Required Before Student Participation in a Federally Funded Survey**

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

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

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

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

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

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

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

## Section One: Parental Rights

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

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

A parent may inspect:

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

The Education Department provides extensive information about the [Protection of Pupil Rights Amendment](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>).

### **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, middle school and high school students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations to the School Board for course materials for such instruction.

See **Consent to Human Sexuality Instruction** on page 3 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 5 for information on a parent's right to remove a student from such instruction.

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

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

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

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

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

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

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

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

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

## Section One: Parental Rights

[See **Pledges of Allegiance and a Minute of Silence** on page 82 and policy EC(LEGAL) for more information.]

### Religious or Moral Beliefs

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

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

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 [IISD Code of Conduct](https://www.irvingisd.net/Page/808).

<https://www.irvingisd.net/Page/808>

The Director of Campus Operations must approve the completed form.

### Tutoring or Test Preparation

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

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

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, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

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

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** on page 95 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

#### Parent Review of Instructional Materials

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

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

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

## Section One: Parental Rights

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

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

### **District Review of Instructional Materials**

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

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

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

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

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

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

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

## **Student Records**

### **Accessing Student Records**

A parent may review his or her child's 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
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom



## Section One: Parental Rights

- Teaching materials and tests used in the 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: <https://pol.tasb.org/home/index/367>

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

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 a written request of a parent, a copy of the record shall be provided at no charge. There will be no charge for special education records. Request can be made as follows:

**Current Students:** At:—Student's campus of enrollment or  
<https://www.irvingisd.net/transcripts>

**Former Students:** At Irving Independent School District  
Document Services  
3620 Valley View Lane,  
Irving, Texas 75062

Online: <https://www.irvingisd.net/transcripts>

NOTE: Irving ISD is only required to retain PK-8th grade student records from the date of withdrawal 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, most records are disposed of based on the district's retention schedules, which begin at the date of withdrawal and/or graduation.

### Authorized Inspection and Use of Student Records

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

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 8, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access.
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- [File a complaint](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.
- 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

## Section One: Parental Rights

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.

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

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

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

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

Federal law requires that control of the records goes to the student as soon as the student:

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

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

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

Legitimate educational interest may include:

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

School officials may include:

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

## Section One: Parental Rights

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

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** on page 8 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 campus principal is custodian of all records for currently enrolled students at the assigned school and for students who have withdrawn or graduated.

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

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

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at the enrolled campus.

You may contact the custodian of records for students who have withdrawn or graduated at:

Irving Independent School District

Document Services

3620 Valley View Lane, Irving, Texas 75062

[documentservices@irvingisd.net](mailto:documentservices@irvingisd.net)

972-600-5105

## Section One: Parental Rights

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

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

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

[See **Report Cards/Progress Reports and Conferences** on page 84, **Complaints and Concerns** on page 40, and **Finality of Grades** at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office on the district's website at: [www.irvingisd.net/boardpolicy](http://www.irvingisd.net/boardpolicy)

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

### Teacher and Staff Professional Qualifications

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

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Has an emergency permit or other provisional status for which state requirements have been waived; and
- Is currently teaching in the field or discipline of his or her certification.

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

### A Student with Exceptionalities or Special Circumstances

#### Children of Military Families

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

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

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

## Section One: Parental Rights

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

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

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

### Parental Role in Certain Classroom and School Assignments

#### Multiple-Birth Siblings

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

Written requests must be submitted by the 14<sup>th</sup> day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

#### Safety Transfers/Assignments

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

The board designee may transfer a student who has engaged in bullying to another classroom. The board or its designee will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

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

[See **Bullying** on page 29, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

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

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

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

## Section One: Parental Rights

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

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries — or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries — is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

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

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

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

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

Dereka Hall  
Foster Care Coordinator  
901 N. Britain Road, Irving, TX 75061  
dhall@irvingisd.net  
972-600-6125

[See **Credit by Examination for Advancement/Acceleration** on page 44 and **Course Credit** on page 43.]

### A Student Who Is Homeless

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

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

- Proof of residency requirements
- Immunization requirements

## Section One: Parental Rights

- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

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

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

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

For more information on services for students who are homeless, contact the district's homeless education liaison:

Gale Wortham  
Homeless Coordinator  
972-600-6113

[See **Credit by Examination for Advancement/Acceleration** on page 44 and **Course Credit** on page 43.]

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

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

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

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

### **Special Education Referrals**

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

## Section One: Parental Rights

[Notice of Procedural Safeguards](https://fw.escapps.net/Display_Portal/publications) ([https://fw.escapps.net/Display\\_Portal/publications](https://fw.escapps.net/Display_Portal/publications)). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

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

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

Additional information regarding special education is available from the school district in a companion document titled [Parent's Guide to the Admission, Review, and Dismissal Process](https://fw.escapps.net/Display_Portal/publications) ([https://fw.escapps.net/Display\\_Portal/publications](https://fw.escapps.net/Display_Portal/publications)).

### **Contact Person for Special Education Referrals**

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Tiffany Wilson  
Director of Special Education Instruction  
3211 W Pioneer Dr.  
Irving, TX 75061  
[twilson@irvingisd.net](mailto:twilson@irvingisd.net)

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Sharen McKinney  
Special Education Coordinator  
2621 W. Airport Fwy  
Irving, TX 75062  
[Smckinney@irvingisd.net](mailto:Smckinney@irvingisd.net)  
972-600-3758



## Section One: Parental Rights

### Section 504 Referrals

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

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

### Contact Person for Section 504 Referrals

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

Yoely Alfano

K-12 MTSS Academic Lead

2621 W. Airport Freeway, Irving, TX 75062

[yalfano@irvingisd.net](mailto:yalfano@irvingisd.net)

972-600-5446

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 22.]

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

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

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

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

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

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

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

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

### A Student Who Speaks a Primary Language Other than English

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

## Section Two: Other Important Information for Parents and Students

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

[See **Emergent Bilingual Students** on page 51 and **Special Programs** on page 94.]

### **A Student with Physical or Mental Impairments Protected under Section 504**

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 19 and policy FB for more information.]

### **Student Use of a Service/Assistance Animal**

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus.

## **Section Two: Other Important Information for Parents and Students**

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal.

### **Absences/Attendance**

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

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

### **Compulsory Attendance**

#### **Prekindergarten and Kindergarten**

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

Irving ISD offers full day PK services to children who are four years of age on or before September 1<sup>st</sup> and meet eligibility requirements. The district currently provides ½ day (half day PK-3) for students who are 3 years old on or before September 1<sup>st</sup>. Students may attend these programs free of charge if they meet any of the following eligibility criteria:

## Section Two: Other Important Information for Parents and Students

The student:

- is limited English speaking
- qualifies for free or reduced lunch
- Medicaid recipient
- 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 for students who do not meet eligibility criteria.

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.

### **Ages 6-18**

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

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

## Section Two: Other Important Information for Parents and Students

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

### **Age 19 and Older**

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

### **Compulsory Attendance — Exemptions**

#### **All Grade Levels**

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

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

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 16.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices** on page 94 .

## Section Two: Other Important Information for Parents and Students

### Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification** on page 27.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

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

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

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

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

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

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

### Compulsory Attendance — Failure to Comply

#### All Grade Levels

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

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action. Parents will receive written notification in cases of 3 or more absences.

#### Students with Disabilities

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

#### Ages 6-18

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

The notice will:

## Section Two: Other Important Information for Parents and Students

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

The truancy prevention facilitator for the district is the Executive Director of Campus Operations.

Dr. Reny Lizardo  
Executive Director of Campus Operations  
2621 W. Airport Frwy. Irving, TX 76052  
[rlizardo@irvingisd.net](mailto:rlizardo@irvingisd.net)  
972-600-5023

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

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

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

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

### **Age 19 and Older**

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

### **Attendance for Credit or Final Grade (All Grade Levels)**

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. An excused absence still counts in the days allowed per semester. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

**At the High School level**, students are limited to 4 absences per semester. Any additional absences acquired until the end of the semester will be excused only with a doctor's note.

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

## Section Two: Other Important Information for Parents and Students

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance — Exemptions** on page 24 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parents had any control over the absences,
- Any information presented by the student or parent to the committee about the absences,

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

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

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

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

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

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

The campus will document in its attendance records whether the absence is excused or unexcused.

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

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

Within 1 day of returning to school, a student who is 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 absence. Otherwise, the absence may be considered unexcused and 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 absence to determine whether an absence will be excused or unexcused.

### **Certification of Absence Due to Severe Illness or Treatment**

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

### **Driver License Attendance Verification (Secondary Grade Levels Only)**

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

Further information may be found on the [Texas Department of Public Safety website](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen) (<https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>).

## Section Two: Other Important Information for Parents and Students

See **Compulsory Attendance — Exemptions for Secondary Grade Levels** on page 24 for information on excused absences for obtaining a learner license or 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 accountability is the dissemination and publication of certain reports and information, including:

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

Accountability information can be found on the district's website at <https://www.irvingisd.net/Page/914>. Hard copies of any reports are available upon request to the district's administration office.

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

### **Armed Services Vocational Aptitude Battery Test (Grades 10-12)**

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

The test shall be offered on the date, time, and location as determined by each high school principal. Contact the principal or school counselor for information about this opportunity.

### **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 during their senior year 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



## Section Two: Other Important Information for Parents and Students

choice of an academic letter jacket or academic plaque. Students who achieve this standard of excellence for more than one year will be eligible to receive an academic patch.

### **National Honor Society/National**

#### **Junior Honor Society/National Elementary**

- 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**

- The 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)**

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

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

## Section Two: Other Important Information for Parents and Students

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

### **Bullying is prohibited by the district and could include:**

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

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

Students in elementary grades will participate in:

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

Students in secondary grades will participate in:

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

## Section Two: Other Important Information for Parents and Students

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

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

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by downloading the app **Anonymous Alerts** on your school or personal device, enter Activation Code: irvingisd or send the report online at <https://tips.anonymousalerts.com/irvingisd> .

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

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

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

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

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

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

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

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

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 17.]

A copy of the district's bullying 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 as an appendix.

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

## Section Two: Other Important Information for Parents and Students

[See **Safety Transfers/Assignments** on page 17, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44, **Hazing** on page 63, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

### **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)**

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

- Agriculture, Food, & Natural Resources
- Architecture and Construction
- Arts AV & Digital Communications
- Business Management & Administration
- Education and Training
- Health Sciences
- Hospitality & Tourism
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Science, Technology, engineering, & Mathematics
- Transportation, Distribution & Logistics

For more information on these programs contact the Director of Career and Technical Education at (972)600-5251 or visit our website at: <https://www.irvingisd.net/Page/313>

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

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

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

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

[See **Nondiscrimination Statement** on page 76 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

### **Celebrations (All Grade Levels)**

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

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

## Section Two: Other Important Information for Parents and Students

[See **Food Allergies** on page 71.]

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at [FFG — Student Welfare](#)

Trafficking includes both sex and labor trafficking.

#### **Warning Signs of Sexual Abuse**

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, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches,
- 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,
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 5.]

#### **Warning Signs of Trafficking**

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

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

Possible warning signs of sexual trafficking in children include:

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

## Section Two: Other Important Information for Parents and Students

- Older romantic partners

Additional warning signs of labor trafficking in children include:

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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 5.]

### **Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children**

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp) ([http://www.dfps.state.tx.us/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp))

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](http://www.txabusehotline.org) ([www.txabusehotline.org](http://www.txabusehotline.org)).

### **Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children**

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

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

## Section Two: Other Important Information for Parents and Students

- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](https://taasa.org/product/child-sexual-abuse-parental-guide/) (<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools) (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>)

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

Classification of students is based on the number of credits earned and number of semesters completed in high school as indicated below:

Freshmen	0 – 5 ½ credits	AND 2 full semesters in grades 9 <sup>th</sup> -12 <sup>th</sup>
Sophomore	6 –11½ credits	AND 4 full semesters in grades 9 <sup>th</sup> -12 <sup>th</sup>
Junior	12 –17½ credits	AND 6 full semesters in grades 9 <sup>th</sup> -12 <sup>th</sup>
Senior	18+ credits	

Students in grades 9<sup>th</sup> -12<sup>th</sup> are classified at the end of the school year based on credit earned in grades 9<sup>th</sup> -12<sup>th</sup>. Juniors and seniors are reclassified at the midterm and again at the end of the school year.

If an error is discovered in a student's classification or if the school receives new records that reflect more or fewer credits, the school counselor will submit a correction immediately.

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 complete graduation requirements needed to graduate 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 meet 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.

## Section Two: Other Important Information for Parents and Students

[See policy EIC for more information.]

### Grade Point Average (GPA) EIE (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. The weighted systems are as follows:

Modified state-approved courses	=	(Semester average) X 0.90
Regular state-approved courses	=	(Semester average) X 1.00
College prep dual credit (Honors and Pre-AP)	=	(Semester average) X 1.05
AP	=	(Semester average) X 1.10

### Local Graduation Honors

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

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

### Valedictorian and Salutatorian

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

- Be classified as a senior by the number of earned academic credits before the first day of the school year.
- Have completed the foundation program with the distinguished level of achievement; and
- Be continuously enrolled throughout the last four semesters preceding graduation at the campus granting the academic honor.



## Section Two: Other Important Information for Parents and Students

- Continuously enrolled' throughout the last four semesters preceding graduation, means the student is enrolled a sufficient number of days in order to receive a fifth semester average from the school granting the academic award, but the student is enrolled no less than nine weeks and remains at the school with no interruption of enrollment until graduation.

### Honor Graduates

The district shall recognize as honor graduates those students who have completed the foundation program with a distinguished level of achievement and who have a weighted numerical grade average of at least 90. Students shall be recognized as honor graduates according to the following criteria:

Summa Cum Laude	97 or higher
Magna Cum Laude	93–96.999
Cum Laude	90–92.999

### Collegiate GPA

If a weighted numerical grade average is requested on a 4.0 scale by a college or a scholarship organization, the conversion scale listed below shall be used. Each semester average shall be weighted according to the district's guidelines and then converted accordingly and reported as a weighted GPA.

Conversion Scale	
Weighted Numerical Grade Average	Collegiate GPA
100 – 90	4.0
89 – 80	3.0
79 –70	2.0

### Transfer Students

Transcripts for students who transfer to one of the district's high schools shall be evaluated as follows:

## Section Two: Other Important Information for Parents and Students

- Courses transferred that are not included in the TEA Texas Curriculum Requirements 19 Administrative Code Chapter 74 shall be posted as noncredit classes.
- Honors, Pre-AP and/or AP courses that are not offered in the district shall not receive Honors, Pre-AP or AP weighted points.
- Honors, Pre-AP, and/or AP courses that are offered to the same class of students shall receive the same weighted points as courses offered in the district.
- Courses from nonaccredited schools, including homeschools, shall be submitted for approval. Upon approval, the course grades shall be included in the student's GPA.

Approved courses from nonaccredited schools and homeschools shall be assigned no more weight than regular course grades. **(See EIC Local for Conversion Scale)**

### 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.

### Class Schedules (Secondary Grade Levels Only)

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

[See **Schedule Changes** on page 89 for information related to student requests to revise their course schedule.]

### College and University Admissions and Financial Aid (All Grade Levels)

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

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program** on page 58]; or
- Satisfies the ACT College Readiness Benchmarks or a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test and a minimum score of 530 on the mathematics test (no combined scores).

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2023 term through the spring 2025 term, the University will admit the top six percent of a high school's graduating class who

## Section Two: Other Important Information for Parents and Students

meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

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

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

[See **Class Rank/Highest-Ranking Student** on page 35 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 57 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 17 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 may earn college credit through the following opportunities:

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

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

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** on page 53 for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** on page 32 for information on CTE and other work-based programs.

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

## Section Two: Other Important Information for Parents and Students

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

### **Communications (All Grade Levels)**

#### **Parent Contact Information**

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

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

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

A parent may update contact information by calling the school registrar.

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 situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety** on page 85 for information regarding contact with parents during an emergency situation.]

#### **Automated Nonemergency Communications**

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

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 85 for information regarding contact with parents during an emergency.]

### **Complaints and Concerns (All Grade Levels)**

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at <https://pol.tasb.org/home/index/367>. The complaint forms can be accessed <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=367&code=FNG#exhibitTabContent> or at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

## Section Two: Other Important Information for Parents and Students

### **Conduct (All Grade Levels)**

#### **Applicability of School Rules**

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

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school 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**

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 contact information for each campus behavior coordinator is available from the campus principal.

#### **Deliveries**

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

#### **Disruption of School Operations**

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

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

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

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

## Section Two: Other Important Information for Parents and Students

### 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 and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

### Counseling

The district has a comprehensive school counseling program that includes:

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

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

### Academic Counseling

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

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

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

For more information regarding school counseling services, please contact Julie Soberanis, Director of Guidance, Counseling and College and Career Readiness. [jsoberanis@irvingisd.net](mailto:jsoberanis@irvingisd.net)

#### 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, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

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

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement

## Section Two: Other Important Information for Parents and Students

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

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

[See **Scholarships and Grants** on page 63 for more information.]

### **Personal Counseling (All Grade Levels)**

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

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

[See **Mental Health Support** on page 68, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 33 and **Dating Violence** on page 45.]

### **Course Credit (Secondary Grade Levels Only)**

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

### **Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)**

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

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

## Section Two: Other Important Information for Parents and Students

[See the school counselor and policy EHDB(LOCAL) for more information.]

### **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject**

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

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

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

### **Kindergarten Acceleration**

In order to skip kindergarten, students must score at the 89<sup>th</sup> 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 is eligible to accelerate to the next grade level if:

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

### **Students in Grades 6-12**

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP); or
- A score of 3 or higher on an AP examination, as applicable.

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

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

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.



## Section Two: Other Important Information for Parents and Students

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

### Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**, on page 47.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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 past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

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

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

For more information on dating violence, see:

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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 5.]

### Discrimination

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

## Section Two: Other Important Information for Parents and Students

### Harassment

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

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
- Other kinds of aggressive conduct such as theft or damage to property

### 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 are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Threatening or intimidating conduct
- Other kinds of aggressive conduct such as theft or damage to property

### Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false

## Section Two: Other Important Information for Parents and Students

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 parents. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 29]

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

### **Investigation of Report**

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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 comply with law.

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 its investigation at the conclusion of the agency's investigation.

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

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

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

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

### **Discrimination**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

### **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.

## Section Two: Other Important Information for Parents and Students

The institution offering the correspondence course is the University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the commissioner of education.

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

[See **Remote Instruction** on page 84.]

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 52.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the 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 addressing distance learning 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 your 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, newspapers, yearbooks, brochures, flyers, and the like.

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

#### **Non-school Materials**

##### **From Students**

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing 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. Approval will be granted or denied within two school days.

The principal is responsible for designating time, place, and manner restrictions for distribution of non-school literature from students. [See policy FNAA for more information.]

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

Prior review will not be required for:

## Section Two: Other Important Information for Parents and Students

- 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 policy 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.

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

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

### **From Others**

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The principal will designate 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 policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

### **Dress and Grooming (All Grade Levels)**

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the guidelines for dress provided in the IISD Code of Conduct, located at:

<https://www.irvingisd.net/Page/808>

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem

## Section Two: Other Important Information for Parents and Students

cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

### **Electronic Devices and Technology Resources (All Grade Levels)**

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

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 96 for graphing calculator applications on computing devices.]

A cell phone may be utilized by a student with a diagnosis of Type 1 diabetes requiring an insulin pump in order to monitor blood sugar levels. Documentation to support the use of a cell phone shall be part of the physician orders located in the school nurse's office.

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms, the school 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* parents 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 parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 93 and policy FNF for more information.]

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.

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

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

#### **Acceptable Use of District Technology Resources**

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents

## Section Two: Other Important Information for Parents and Students

will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

### Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as “sexting” — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

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

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

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

[See **Graduation** on page 57 and **Standardized Testing** on page 95.]

### Emergent Bilingual Students (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 95, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

## Section Two: Other Important Information for Parents and Students

### 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.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 98.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the [UIL Parent Information Manual \(https://www.uil texas.org/athletics/manuals\)](https://www.uil texas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report 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](mailto:curriculum@tea.texas.gov).

[See [UIL Texas \(https://www.uil texas.org/\)](https://www.uil texas.org/) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

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.

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

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

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

In addition, the following applies to all extracurricular activities:

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



## Section Two: Other Important Information for Parents and Students

### Standards of Behavior

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

### Offices and Elections

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

### Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 98.]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. 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 principal. [See policy FP for more information.]

## Section Two: Other Important Information for Parents and Students

### 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. [See policies FJ and GE for more information.]

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

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

### Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

### Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6-11.5	Grade 10 (Sophomore)
12-17.5	Grade 11 (Junior)
18 and above	Grade 12 (Senior)

### Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- 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

## Section Two: Other Important Information for Parents and Students

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.
- 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.
- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

Grade Levels	Minor Grades (formative)	Major Grades (summative)
PK, Kindergarten and First Grade	0%	100%
Second, Third, Fourth and Fifth Grades	20%	80%
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

## Section Two: Other Important Information for Parents and Students

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**

PK-5<sup>th</sup> Art/Music/PE benchmarks will be marked as the following:

- Satisfactory +
- Making Progress /
- Needs Improvement -

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).

Major Grades (summative) are assessments designed to measure student learning at the end of a unit. Specials teachers will enter a major grade at the 3-week marking period for the progress report and a major grade at the end of the six weeks period.

### **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

## Section Two: Other Important Information for Parents and Students

- 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:

Elementary Work Habits	Secondary Work Habits
Attentive and engaged in learning	On time to class and completes work on time
On time and prepared for class	Prepared for class; attentive, engaged in learning
Works toward achieving individual and group goals	Works toward achieving individual and group goals
Demonstrates courtesy and respect to others	Demonstrates courtesy and respect to others in the learning environment
Adheres to the ethical use of technology regarding property, privacy and appropriateness	Adheres to the ethical use of technology regarding property, privacy, and appropriateness

[See **Report Cards/Progress Reports and Conferences** on page 84 for additional information on grading guidelines.]

### Graduation (Secondary Grade Levels Only)

#### Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

## Section Two: Other Important Information for Parents and Students

### 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
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [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 in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See **Standardized Testing** on page 95.]

### Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

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

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 61.

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

## Section Two: Other Important Information for Parents and Students

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

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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

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

### Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	4	4
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Health	.5	.5
Speech	.5	.5
Electives	3	5
<b>Total</b>	<b>22 credits</b>	<b>26 credits</b>

Additional considerations apply in some course areas, including:

**Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be

## Section Two: Other Important Information for Parents and Students

considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.

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

**Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.

- A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

**Speech Proficiency.** To receive a high school diploma, a student must demonstrate proficiency, as determined by the district in which the student is enrolled, in the following:

- Delivering clear verbal messages
- Choosing effective nonverbal behaviors
- Listening for desired results
- Applying valid critical-thinking and problem-solving processes
- Identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

### Available Endorsements

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

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

### Financial Aid Application Requirement

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

The district counselors schedule parent night events at different schools starting in January to provide district wide assistance with FAFSA and TASFA application completion and connect with college and university personnel. Additionally, high school campuses will schedule evening events beginning in January of each year to work alongside families to complete the FAFSA applications on their respective campuses.



## Section Two: Other Important Information for Parents and Students

Students also have opportunities to schedule one on one time with a school counselor to provide guidance with the FAFSA completion.

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

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

Please contact the school counselor for more information.

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

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

### **Personal Graduation Plans**

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

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

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

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

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

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

### **Available Course Options for All Graduation Programs**

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll 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.

## Section Two: Other Important Information for Parents and Students

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 a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course 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**

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

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

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

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

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

### **Graduation Activities**

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

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony and related 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

## Section Two: Other Important Information for Parents and Students

### Graduation Speakers

Certain graduating students will be given an opportunity to speak 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 the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers** on page 95 for student speakers at other school events.]

### Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 53.]

### Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

See **College and University Admissions and Financial Aid (All Grade Levels)** on page 38 for more information.

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

### Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

### Hazing (All Grade Levels)

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

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

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

[See **Bullying** on page 29 and policies FFI and FNCC for more information.]

## Section Two: Other Important Information for Parents and Students

### Health — Physical and Mental

#### Illness (All Grade Levels)

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

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without using fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without the use of diarrhea-suppressing medications for 24 hours.

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

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

#### 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 a clinic pass providing permission from the student's teacher before reporting to the school nurse.
- The student must present to the clinic with their own school ID badge.
- Students are not to call parents from their cell phones before the registered nurse assessment. The nurse and student shall inform the parent of a student's current condition and the potential need for going home or staying in school on a case by case basis.
- The parent/guardian or other approved adult will be expected to pick up the child within thirty minutes to one hour after notification. Failure to respond is considered child neglect and involvement of a school administrator will be initiated to investigate.
- Ill students may not be sent home to a place where adult supervision is not available.
- All students shall be signed out of school through the attendance office.
- Students who do not follow procedures for health evaluations and call a parent/guardian from another phone will be required to see the campus administrator and unless evidence of illness is observed by the administrator will return to the classroom until the parent arrives.
- The school nurse does not determine excused or unexcused absences. The parent must abide by the attendance guidelines for Irving ISD.

#### Immunization (All Grade Levels)

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

According to Texas Administrative Code 25:97.63, "Every child in the state shall be vaccinated against vaccine-preventable diseases caused by infectious agents." A student must be fully immunized against certain diseases or must present a medical exemption from a Texas physician annually or lifetime, or a

## Section Two: Other Important Information for Parents and Students

notarized Texas State Exemption form every two years for reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services  
Immunization Section, Mail Code 1946  
P.O. Box 149347  
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. The DSHS states a student may not attend school until the original notarized form is received at the school.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The following additional immunizations are required for Pre-Kindergarten enrollment:

Haemophilus influenzae type b (HIB) and Pneumococcal vaccination (PCV)

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 70 .

[See the DSHS's Texas School & Child Care Facility Immunization Requirements (<https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization>) and policy FFAB(LEGAL) for more information.]

## Section Two: Other Important Information for Parents and Students

### Lice (All Grade Levels)

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

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

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

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and from the Centers for Disease Control and Prevention's website [Head Lice Information for Parents](https://www.cdc.gov/parasites/lice/head/parents.html) (<https://www.cdc.gov/parasites/lice/head/parents.html>).

[See policy FFAA for more information.]

### Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parents must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. Any medication to be administered during the instructional day must be received in the original container with the instruction label in English in order to prevent medication administration errors. The parent may receive a container with an English label from the pharmacy where the medication is provided.

In accordance with policy FFAC, authorized employees may administer medication to a student provided:

Prescription medication in the original, properly labeled container, provided by the parent along with a written request.

- The District has received a written request to administer the medication from a parent, legal guardian, or other person having legal control of the student.
- Prescription medications must be in English & the original container, bearing a prescription label that includes the student's name, the name of the medicine, directions concerning dosage, the name of the prescribing physician, the name of the pharmacy filling the prescription, and the date the prescription was filled during current school year.
- Prescription inhalant medications, properly labeled, may be carried by the student if directed in writing by the physician and parent. This request must be filed in the school clinic.
- All physician's sample medication must be accompanied by a written authorization from the physician.
- No district employee will be required to give medication above the daily recommended dosage by the Federal Drug Administration.

## Section Two: Other Important Information for Parents and Students

- No medication will be dispensed for a missed dose unless written authorization is received from the parent/guardian for each dose missed.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

The student shall report to the school health room to take any medication. Exceptions to the health rooms being the location for administering medications may be made if such change is recommended by an ARD committee.

As a precaution to prevent tampering of the contents of OTC medications brought by a student to the secondary campus, it is requested that all OTC medications be brought to the school health room in the original unopened container.

### **Asthma and Severe Allergic Reactions**

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

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

See also **Food Allergies** on page 71.

### **Unassigned Opioid Antagonists**

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

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

### **Steroids (Secondary Grade Levels Only)**

State law prohibits students from possessing, dispensing, delivering, or administering anabolic steroids. Anabolic steroids are for physician-prescribed medical use only.

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

## Section Two: Other Important Information for Parents and Students

### Mental Health Support (All Grade Levels)

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

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

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

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

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. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 3 and **Consent to Provide a Mental Health Care Service** on page 6 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 42 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 71 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 72 for board-adopted policies and administrative procedures that promote student health.

### WHO--- We Help Ourselves

WHO (we Help Ourselves) is a program that was designed to prevent the likelihood of child victimization by building children's ability to analyze strange or dangerous situations. WHO is a series of research-based curricula that are formed on sensitive, non-threatening content and methodology.

Benefits for Children & Teens

With the WHO Program, children and teenagers learn:



## Section Two: Other Important Information for Parents and Students

- To develop appropriate decision-making and communication skills
- To see themselves as capable, worthy human beings who do not deserve abuse of any kind
- To understand they are not to blame should they experience victimization
- To adopt courage, respect, confidence, and tolerance as they interact with peers and adults.

**[See Counseling** on page 54 for the district's comprehensive school counseling program]

- **Physical and Mental Health Resources** on page 87 for campus and community mental and physical health resources; and Policies and Procedures that Promote Student Physical and Mental Health on page 87 for board-adopted policies and administrative procedures that promote student health.

### **Physical Activity Requirements**

#### **Elementary School**

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, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

#### **Junior High/Middle School**

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

### **Temporary Restriction from Participation in Physical Education**

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

### **Physical Fitness Assessment (Grades 3-12)**

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of his or her child's physical fitness assessment conducted during the school year by contacting their school physical education teacher.

### **Physical Health Screenings/Examinations**

#### **Athletics Participation (Secondary Grade Levels Only)**

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

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

## Section Two: Other Important Information for Parents and Students

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

See the UIL's explanation of [sudden cardiac arrest](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.org/health/info/sudden-cardiac-death>) for more information.

### **Spinal Screening Program**

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

Scoliosis screening is completed on the following students annually:

- Girls at age 10 (fall semester of 5<sup>th</sup> grade) and at age 12 (fall semester of 7<sup>th</sup> grade). Boys at age 13 or 14 (fall semester of 8<sup>th</sup> grade).
- Referrals by parents, doctors, teachers, and other personnel
- Students new to the school system are to be tested on enrollment, within 120 days after enrollment or before the end of the semester.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the campus principal or see policy FFAA(LEGAL).

### **Other Examinations and Screenings (All Grade Levels)**

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

See policy FFAA for more information.

### **Special Health Concerns (All Grade Levels)**

#### **Bacterial Meningitis (All Grade Levels)**

Please see the district's website at <https://www.irvingisd.net/Page/867> for information regarding meningitis.

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

[See **Immunization** on page 64.]

### **Diabetes**

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

## Section Two: Other Important Information for Parents and Students

### **Food Allergies (All Grade Levels)**

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the 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. **If a special diet must be requested, visit the Food and Nutrition webpage for a copy of the Dietary Request Form and additional information.**

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis>)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at *[insert URL for food allergy management plan]*. <https://www.irvingisd.net/Page/781>

[See **Celebrations** on page 32 and policy FFAF for more information.]

### **Seizures (All Grade Levels)**

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 22 and contact the school nurse for more information.]

### **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 cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

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

### **Health-Related Resources, Policies, and Procedures**

#### **Physical and Mental Health Resources (All Grade Levels)**

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

- The Department of Clinic and Health Services, Karyn Beauchamp, RN at 972-600-5205.
- The Department of Guidance, Counseling and College Readiness and Responsive Services, Julie Soberanis, and Sofia Lopez at 972-600-5025.
- The local public health authority, Dallas County Health and Human Services, which may be contacted at 214-819-2000.
- The local mental health authority, North Texas Behavioral Health Authority, which may be contacted at 214-366-9407 or 24/7 crisis hotline 1-866-260-8000

## Section Two: Other Important Information for Parents and Students

### **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)**

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/home/index/367>.

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. The Irving ISD District Improvement Plan can be found online at: [District Improvement Plan](#).

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

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Joe Estrada  
Executive Director of PK-8<sup>th</sup> Schools  
2621 W. Airport Freeway Irving, TX 75062  
972-600-5032  
[jestrada@irvingisd.net](mailto:jestrada@irvingisd.net)

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 5 meetings. Additional information regarding the district's SHAC is available from the Dr. Sandi Cravens, Health & Physical Education Coordinator [scravens@irvingisd.net](mailto:scravens@irvingisd.net).

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at: <https://www.irvingisd.net/Page/463>.

## Section Two: Other Important Information for Parents and Students

[See **Consent to Human Sexuality Instruction** on page 3, **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 5, and policies BDF and EHAA. For more information.]

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

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Dr. Sandi Cravens  
PK-12 PE & Health Coordinator  
2621 W. Airport Freeway  
Irving, TX 75062  
[scravens@irvignisd.net](mailto:scravens@irvignisd.net)  
972-600-5043

### **Homework (All Grade Levels)**

See Grading Guideline Page 54

### **Law Enforcement Agencies (All Grade Levels)**

#### **Questioning of Students**

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it 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 the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

#### **Students Taken into Custody**

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

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

## Section Two: Other Important Information for Parents and Students

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

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally 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 legally authorized person, any notification will most likely be after the fact.

### **Notification of Law Violations**

The district is required by state law to notify:

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

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

### **Leaving Campus (All Grade Levels)**

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

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. Please note that if the school nurse sends your student home, the absence(s) are unexcused unless you submit a note upon student's return to excuse the absence(s).

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will provide information to the attendance office and the student will sign out on the electronic system. Under no circumstances will a student in elementary or middle school be released unaccompanied.

## Section Two: Other Important Information for Parents and Students

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

### **During Lunch**

### **At Any Other Time during the School Day**

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

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

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

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, 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)**

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade** on page 26.]

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 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**

The academic mission of DAEPs shall be to enable students to perform at grade level. A DAEP shall focus on English Language Arts, Mathematics, Science, History, and Self-Discipline.

Education Code 37.008(a)(4), (m)

### **Grades 9-12**

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer

## Section Two: Other Important Information for Parents and Students

school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

### **In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)**

#### **Alternative Means to Receive Coursework**

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

#### **Opportunity to Complete Courses**

A student removed from the regular classroom to ISS 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) for more information.]

### **Nondiscrimination Statement (All Grade Levels)**

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment.

#### **District Title IX Coordinator**

Reny Lizardo

Executive Director of Campus Operations

2621 W. Airport Freeway Irving, TX 75062

[rlizardo@irvingisd.net](mailto:rlizardo@irvingisd.net)

972-600-5023



## Section Two: Other Important Information for Parents and Students

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Yoely Alfano  
K-12 MTSS Academic Lead  
2621 W. Airport Freeway, Irving, TX 75062  
[yalfano@irvingisd.net](mailto:yalfano@irvingisd.net)  
972-600-5446

For all other concerns regarding discrimination, see the superintendent:

Mrs. Magda Hernandez  
Superintendent  
2621 W. Airport Freeway Irving, TX 75062  
[mhernandez@irvingisd.net](mailto:mhernandez@irvingisd.net)  
(972)-600-5000

[See policies FB, FFH, and GKD for more information.]

### **Nontraditional Academic Programs (All Grade Levels)**

#### **Barbara Cardwell Career Preparatory Center**

- Offers traditional and non-traditional programs.
- Grad Lab offers a flexible school day program for at-risk seniors.
- Compensatory Education Home Instruction serves teenage parents
- Star Academy serves at-risk students during their freshman year of high school.
- The Newcomer Program serves immigrants to the US that have significant educational gaps.

OWL Night School (Opportunities Without Limits) for students who have at least 17 credits and are at risk for graduation.

#### **Jack E. Singley Collegiate Academy**

Jack E. Singley Collegiate Academy is an Early College High School that allows students least likely to attend college an opportunity to earn a high school diploma and up to 60 college credit hours, including the “core curriculum” that is transferable to Texas public colleges and universities.

Early College High Schools:

- provide dual credit at no cost to students,
- offer rigorous instruction and accelerated courses,
- provide academic and social support services to help students succeed,
- increase college readiness, and
- reduce barriers to college access.

## Section Two: Other Important Information for Parents and Students

Students interested in attending Singley Collegiate must apply to be included in the lottery. Each year a cohort of 100 students is selected from the lottery to participate in the ECHS. Once accepted, ECHS students participate in a summer program leading to 2 years of coursework at Singley Academy and transitioning to 2 years of coursework at North Lake College.

### **South Irving Collegiate Academy**

South Irving Collegiate Academy is an innovative open-enrollment high school that allows students least likely to attend college an opportunity to receive both a high school diploma and a credential and/or an associate degree.

### **Pathways in Technology Early College High Schools (P-TECH)**

- provide transferable college credits at no cost to students,
- offer rigorous instruction and accelerated courses,
- provide work-based learning experiences in their selected field,
- provide academic and social support services to help students succeed,
- increase college readiness, and
- reduce barriers to college access.

Students interested in attending South Irving Collegiate Academy must apply to be included in the lottery. Each year a cohort of 125 students is selected from the lottery to participate in the P-TECH. Once accepted, P-TECH students participate in a summer program leading to 2 years of coursework at South Irving Collegiate Academy housed at Nimitz High School and transitioning to 2 years of coursework at Dallas College – North Lake.

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

#### **Working Together**

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 42.]

## Section Two: Other Important Information for Parents and Students

- 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** on page 84.]
- Becoming a school volunteer. [See **Volunteers** on page 102 and policy GKG for more information.]
- Participating in campus parent organizations. For a list of parent organizations contact the school parent liaison.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:

Joe Estrada  
Executive Director of PK-8 Schools  
2621 W. Airport Freeway  
Irving, TX 75062  
[jestrada@irvingisd.net](mailto:jestrada@irvingisd.net)  
972-600-5032

- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 71 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 7:00 p. m. at the Central Administration Building at 2621 W. Airport Freeway, Irving, TX 75062. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at [Board Meeting Agendas](#) and online at <https://meetings.boardbook.org/Public/Organization/828> . [See policies 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

## Section Two: Other Important Information for Parents and Students

- 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 flexibility within school processes and procedures
- Establishing and promoting communication as a source of trust and understanding between the school and parents
- 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

## Section Two: Other Important Information for Parents and Students

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

### **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, 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 revise the policy as needed.

### **Parking and Parking Permits (Secondary Grade Levels Only)**

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

## Section Two: Other Important Information for Parents and Students

Students must request a parking permit and pay a fee to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

### **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** on page 10.]

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 in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first-class period when September 11 falls on a regular school day.

[See policy EC for more information.]

### **Prayer (All Grade Levels)**

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

### **Promotion and Retention**

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments

Any other necessary academic information as determined by the district.

### **Prekindergarten OR Kindergarten—Grade 3**

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.

## Section Two: Other Important Information for Parents and Students

### Elementary and Middle/Junior High Grade Levels

#### Grade 1

In 1<sup>st</sup> grade, promotion to 2<sup>nd</sup> grade is 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.

#### Grades 2<sup>nd</sup>-5<sup>th</sup>

In grades 2<sup>nd</sup>–5<sup>th</sup>, 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 instruments. See policy **EIE(LOCAL)**

#### Grades 6<sup>th</sup>-8<sup>th</sup>

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in each of the following areas: language arts, mathematics, science, and social studies.

Grade-level advancement for students in grades 9–12 shall be earned by number of course credits that include success in required courses as described within the high school student handbook. Changes in grade-level classification shall occur once a year during the summer when the student database is rolled forward. Exceptions to this include students who attend summer school and qualify for reclassification in August. Reclassification of students participating in District programs designed to help them regain normal class status may occur at other times with the approval of the associate superintendent for academic services. **[See EIE Local]**

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

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

For a middle-school student who does not perform satisfactorily on his or her state-mandated examinations, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a [middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. **[See the school counselor or principal and policy EIF(LEGAL) for more information.]** For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

### **Repeating Prekindergarten — Grade-8 at Parent Request**

A parent may request in writing that a student repeat prekindergarten, kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

### **High School Grade Levels**

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

A student in grades 9-12 will be advanced to a grade level based on the number of course credits earned. [See **Grade-Level Classification** on page 54.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 57 and **Standardized Testing** on page 95.]

### **Repeating a High-School Credit Course**

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

### **Release of Students from School [See Leaving Campus on page 74.]**

### **Remote Instruction**

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

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

Report cards with each student's performance and absences in each class or subject are issued at least once every 6 weeks.

At the end of the first three weeks of a grading period parents will receive a progress report if their child's performance in English language arts, mathematics, science, or social studies is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 78 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. 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 **Grading Guidelines** on page 54 and policy EIA(LOCAL) for more information.]



## Section Two: Other Important Information for Parents and Students

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.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 2 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

### **Retaliation**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

### **Required State Assessments**

#### **STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8**

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

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

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

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Students who choose not to participate or refuse to respond to test questions will have their tests submitted for scoring as both state and federal law require that all eligible students participate in state testing. Although state law provides families with the right to temporarily remove their child from a class or school activity if they have an objection to participation, it specifically does not allow families to do so to avoid a statewide assessment.

### **Standardized Testing for a Student Enrolled Above Grade Level**

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

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

## Section Two: Other Important Information for Parents and Students

### 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 is required for graduation, unless 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. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

### Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

### Standardized Testing for a Student in Special Programs

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

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation** on page 57.]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director

### Failure to Perform Satisfactorily on STAAR or EOC

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

## Section Two: Other Important Information for Parents and Students

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

### **Personal Graduation Plans — [Middle or Junior High] School Students**

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items:

- Identify the student's educational goals.
- Address the parent's educational expectations for the student.
- Outline an intensive instruction program for the student.

[See the school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** on page 61 for information related to the development of personal graduation plans for high school students.]

### **Safety (All Grade Levels)**

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. 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 all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by <https://www.irvingisd.net/speakup>.
- Know emergency evacuation routes and signals.

## Section Two: Other Important Information for Parents and Students

- 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 website <https://www.irvingisd.net/riskmanagement> (Student Accident Insurance).

### **Insurance for Career and Technical Education (CTE) Programs**

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

### **Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies**

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

### **Preparedness Training: CPR and Stop the Bleed**

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

- [Homeland Security's Stop the Bleed](https://www.dhs.gov/stopthebleed) (<https://www.dhs.gov/stopthebleed>)
- [Stop the Bleed Texas](https://stopthebleedtexas.org/) (<https://stopthebleedtexas.org/>)

### **Emergency Medical Treatment and Information**

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

## Section Two: Other Important Information for Parents and Students

### Emergency School Closing Information

#### Automated Emergency Communications

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

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 changes. State law requires parents to update contact information within two weeks after the date the information changes.

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 following ways:

- An announcement will be released from the Office of the Superintendent on the Irving ISD web page [www.irvingisd.net](http://www.irvingisd.net),
- Announcement on District's Social Media Sites,
- Time Warner Cable, Channel 98
- Verizon FIOS, Channel 33
- Local Radio and Television Station Announcement
- Announcement via School Messenger (automated parent notification system)

[See **Parent Contact Information** on page 40 and **Automated Emergency Communications** on page 41]

#### SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 95.]

#### 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:

- The course is changed for legitimate reasons and approved by the principal.
- 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:

- The course is changed for a legitimate reason.
- The course is changed within the first ten days of the semester.
- 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:

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

## Section Two: Other Important Information for Parents and Students

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**

#### **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 central administrative 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:

Cathy Riley  
Regulatory Compliance and Safety Training  
3620 Valley View Lane  
Irving, TX 75062  
[cariley@irvingisd.net](mailto:cariley@irvingisd.net)  
(972)-600-5120

#### **Food and Nutrition Services (All Grade Levels)**

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

#### **Elementary, Middle, and High School Meals Program**

For the 2023-2024 school year, the District will return to participation in the Community Eligibility Provision (CEP) at all Early Childhood, Elementary, and Middle Schools. Beginning this 2023-2024 school year, all High Schools will also participate in the Community Eligibility Provision (CEP). Students enrolled in any District school will therefore be eligible to receive a free breakfast and lunch meal, regardless of income and without need of a meal application.

Parents are encouraged to maintain a meal account in their student's name for purchasing healthy a la carte snacks that are available during their assigned meal period.

For questions regarding CEP contact:

Martha Peña  
School Meal Application Office Manager for Food and Nutrition Services  
Irving Independent School District  
800 N. O'Connor Rd, Irving, TX 75061  
[mpena@irvingisd.net](mailto:mpena@irvingisd.net)  
972-600-6900

The following information is published as required by the USDA for participation in the National School Lunch Program:

## Section Two: Other Important Information for Parents and Students

“In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

“Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

“To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**

U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or

2. **fax:** (833) 256-1665 or (202) 690-7442; or

3. **email:** [Program.Intake@usda.gov](mailto:Program.Intake@usda.gov)

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement** on page 76 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

### **Vending Machines (All Grade Levels)**

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Director of Food and Nutrition [See policy FFA for more information.]

### **Pest Management Plan (All Grade Levels)**

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

## Section Two: Other Important Information for Parents and Students

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Cathy Riley  
Regulatory Compliance and Safety Training  
3620 Valley View Lane  
Irving, TX 75062  
[cariley@irvingisd.net](mailto:cariley@irvingisd.net)  
(972)-600-5120

### **Conduct Before and After School (All Grade Levels)**

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct, or any stricter standards of behavior established by the sponsor for extracurricular participants.

### **Library (All Grade Levels)**

Most campuses follow a flexible library schedule where independent student time is permitted with a pass from the teacher. Check with your librarian for specific campus library times.

### **Use of Hallways during Class Time (All Grade Levels)**

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

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

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

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.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

### **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).



## Section Two: Other Important Information for Parents and Students

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

### **School-Sponsored Field Trips (All Grade Levels)**

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** on page 53 for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

### **Searches**

#### **Searches in General (All Grade Levels)**

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

#### **District Property (All Grade Levels)**

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

#### **Metal Detectors (All Grade Levels)**

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

## Section Two: Other Important Information for Parents and Students

### **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 electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 50 and policy FNF(LEGAL) for more information.]

### **Trained Dogs (All Grade Levels)**

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

### **Drug Testing (Secondary Grade Levels Only)**

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

Any violation of state law concerning steroids is a criminal offense punishable by confinement in jail or imprisonment in the Texas Department of Criminal Justice.

As a prerequisite to participation in UIL athletic activities, student-athletes must agree that they will not use anabolic steroids as defined in the UIL Anabolic Steroid Testing Program Protocol and that they understand that they may be asked to submit to testing for the presence of anabolic steroids in their body. Additionally, as a prerequisite to participation in UIL athletic activities, student-athletes must agree to submit to such testing and analysis by a certified laboratory if selected.

[See **Steroids** on page 67.]

### **Vehicles on Campus (Secondary Grade Levels Only)**

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

### **Sexual Harassment**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

### **Special Programs (All Grade Levels)**

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

## Section Two: Other Important Information for Parents and Students

Robin Bayer  
Chief of Learning Officer  
2621 W. Airport Freeway  
Irving, TX 75062  
rbayer@irvingisd.net  
972-600-5012

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

### **Standardized Testing**

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

**Note:** These assessments may qualify a student to receive a performance acknowledgment on the student's 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 TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

#### **Student Speakers (All Grade Levels)**

The district provides students the opportunity to introduce the following school events:

- Varsity football games played within the district
- Opening announcements and greetings for the school day; and
- **Other** athletic or nonathletic events such as assemblies and pep rallies designated by the campus principals in writing and periodically reviewed and approved by the Board.

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

## Section Two: Other Important Information for Parents and Students

[See **Graduation** on page 57 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

### **Summer School (All Grade Levels)**

A variety of summer school programs are offered for both academic and enrichment purposes each year. Some programs are limited to specific grade levels. If you have questions regarding summer school attendance. See your school counselor for more information.

### **Tardies (All Grade Levels)**

Repeated instances of tardiness will result in disciplinary action, in accordance with the Student Code of Conduct.

### **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)**

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

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

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided with the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)** on page 92.

### **Transfers (All Grade Levels)**

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

The district will provide an application for use in requesting transfer to any school within its boundaries. Included in 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 March 1-July 10 each year. These guidelines do not apply to Jack E. Singley Academy.

## Section Two: Other Important Information for Parents and Students

All transfers are subject to available space in the student's grade level throughout the school year. Principals reserve eight percent of the spaces available for new students who move into their attendance zone. 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.

Transfer requests will be accepted between March 1- July 10 each year. Students transfer applications will be accepted or denied depending on the space availability at the campus determined via a lottery process. 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 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 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. Student transfers may be revoked at the end of every semester.

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 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<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> 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 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 Circumstance**

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 Executive 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 Executive Director of Campus Operations PK-12 for information.

## Section Two: Other Important Information for Parents and Students

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. Contact the Executive Director of Campus Operations PK-12 for information. For specific questions regarding procedures and guidelines for The Jack E. Singley Academy, please contact the Executive Director of Campus Operations.

### **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.

### **A Note Regarding In-District Transfers for 2023-2024**

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 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** on page 114, **Bullying** on page 42, and **A Student Who Has Learning Difficulties** page 31 or **Who Needs Special Education or Section 504 Services** on page 31, for other transfer options.]

### **Transportation (All Grade Levels)**

#### **School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 93.]

#### **Buses and Other School Vehicles**

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

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

## Section Two: Other Important Information for Parents and Students

Students in Pre-K shall only be released to an authorized adult with an Identification Card at the bus stop. Students in grades Kinder through 3<sup>rd</sup> shall only be released to a parent or guardian at the bus stop, unless an older sibling rides the same bus, and a parent/guardian authorizes the sibling to walk the student home. If parents are not at the designated drop off, the driver will take the student back to school.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the 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 result in disciplinary action in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

As described in the **"Disruption of School Operations section,"** disruption of school operations is not tolerated and may constitute a misdemeanor offense. Disruptions include: **"Interference with the transportation of students in vehicles owned or operated by the district."** The specific Texas Education Code reference states:

**Education Code 37.126. Disruption of Transportation:** Except as provided by Section 37.125, a person commits an offense if the person intentionally disrupts, prevents, or interferes with the lawful transportation of children to or from school or an activity sponsored by a school on a vehicle owned or operated by a county or independent school district. An offense under this section is a Class C misdemeanor.

### **Consequences for disruption of a safe transportation ride:**

1. **First Offense** – Oral Warning: The driver will document the incident in our Transportation Department's Student Behavior Documentation Form.
2. **Second Offense** – Written Warning will be provided to the parents or guardians by the Transportation Department. The driver will submit documentation to the Operations

## Section Two: Other Important Information for Parents and Students

Manager or Assistant Director of Transportation for approval and notification to the parents or guardians. (phone call and written warning), the student must return the signed written warning to the bus driver). The Campus Administrator will be notified.

3. **Third Offense or Fighting on the Bus** – The student will lose bus privileges for three school days, even if the fight is the student's first offense and will be subject to further disciplinary action by the school administrator. The driver will submit documentation to the Operations Manager or Assistant Director of Transportation for approval and notification to the parents or guardians. The Campus Administrator will be notified.
4. **Fourth Offense** – The student will lose bus privileges for six weeks and will be subject to further disciplinary action by the school administrator. The driver will submit documentation to the Operations Manager or Assistant Director of Transportation for approval and notification to the parents or guardians. The Campus Administrator will be notified.

### MAJOR OFFENSES:

5. **Fifth Offense or Vandalism, Drug Possession including E-Cigarettes, Vape Pens or Use or Release of any Chemicals on bus such as a Stink Bomb** – The student will lose bus privileges for the rest of this school year and will be subject to further disciplinary consequences by the school administrator. The driver will submit documentation to the Operations Manager or Assistant Director of Transportation for approval and notification to the parents or guardians. The Campus Administrator will be notified.

The district has identified areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus.

Because students in these areas might encounter hazardous traffic conditions when walking to and from school, the district will provide transportation to these students. For additional information, please contact:

Dr. Marco Hinojosa  
Director of Transportation Services  
[mhinojosa@irvingisd.net](mailto:mhinojosa@irvingisd.net)  
972-600-5665

Gilberto Garcia  
Assistant Director of Transportation Services  
[ggarcia01@irvingisd.net](mailto:ggarcia01@irvingisd.net)  
972-600-5665

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Gilberto Garcia at [ggarcia01@irvingisd.net](mailto:ggarcia01@irvingisd.net) or call 972-600-5665.

### Vandalism (All Grade Levels)

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.



## Section Two: Other Important Information for Parents and Students

### Video Cameras (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal whom the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 7 for video and other recording by parents or visitors to virtual or in-person classrooms.]

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

#### General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 7 for video and other recording by parents or visitors to virtual or in-person classrooms.]

## Section Two: Other Important Information for Parents and Students

### **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 to 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 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 policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

### **Visitors Participating in Special Programs for Students**

#### **Business, Civic, and Youth Groups**

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

#### **Career Day**

On Career Day, Irving ISD invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students. The district also holds an Annual College Night community event where students and families can gather information and speak directly with university representatives.

### **Volunteers (All Grade Levels)**

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district.

If you are interested in volunteering, please contact your school campus parent liaison.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

### **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.

## Section Two: Other Important Information for Parents and Students

### **Withdrawing from School (All Grade Levels)**

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school with at least three days' notice of withdrawal so that records and documents may be prepared.

### Glossary

**Accelerated instruction, including supplemental instruction**, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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

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

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

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

**CPS** stands for Child Protective Services.

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

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

**DPS** stands for the Texas Department of Public Safety.

**DSHS** stands for the Texas Department of State Health Services.

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

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

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

**ESSA** is the federal Every Student Succeeds Act.

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

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

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

## Glossary

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

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

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

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

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

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

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

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

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

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

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

**TAC** stands for the Texas Administrative Code.

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

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

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

## Glossary

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

**UIL** refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

## Appendix

### Freedom from Bullying Policy

**Note:** School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/PolicyOnline?key=367>

This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Below is the text of Irving ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

#### **Student Welfare: Bullying Prohibited**

Policy FFI(LOCAL) adopted on 07/17/23

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

#### **Example**

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

#### **Minimum Standards**

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

#### **Retaliation**

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

#### **Examples**

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

#### **False Claim**

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

### **Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

### **Reporting Procedures**

#### **Student Report**

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

#### **Employee Report**

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

#### **Report Format**

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

### **Periodic Monitoring**

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

### **Notice of Report**

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

### **Prohibited Conduct**

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

### **Investigation of Report**

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



### **Concluding the Investigation**

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

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

### **Notice to Parents**

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

### **District Action Bullying**

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

### **Discipline**

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

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

### **Corrective Action**

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

### **Transfers**

The principal or designee shall refer to FDB for transfer provisions.

### **Counseling**

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

### **Improper Conduct**

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

### **Confidentiality**

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

### **Appeal**

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

### **Records Retention**

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

### **Training**

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

### **Access to Policy and Procedures**

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

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