

FLORESVILLE **HIGH SCHOOL**

Preparing You for a Prosperous Life
CHARACTER - KNOWLEDGE - CONFIDENCE

Student Handbook 2017-2018

This Student Handbook is planned as a guideline. It is not intended to be all inclusive. The policies and procedures described herein are in keeping with those set by the Board of Trustees of the Floresville Independent School District and are subject to change. Additional information will be disseminated as needed in individual bulletins.

Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information

State law requires the district to give you the following information:

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Floresville ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by September 5, 2017, within ten school days of child's first day of instruction for this school year.

This means that the district must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the district in writing not to do so. In addition, you have the right to tell the district that it may, or may not; use certain personal information about your child for specific school-sponsored purposes. The district is providing you this form so you can communicate your wishes about these issues. See *Objecting to the Release of Directory Information* on page 16 for more information.

Floresville ISD has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team
- Enrollment status
- Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records

Directory information identified only for limited school-sponsored purposes remain otherwise confidential and will not be released to the public without the consent of the parent or eligible student.

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DISTRICT PHONE LINE (830) 393-5300
DISTRICT METRO LINE
(830) 216-5301
Fax: (830) 393-5399

FLORESVILLE HIGH SCHOOL
1813 Tiger Lane
Floresville, Texas 78114
(830) 393-5370 (High School)
Fax: (830) 393-5719
www.fisd.us

PREFACE

To Students and Parents:

Welcome to school year 2017-2018! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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

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

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

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

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

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

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

If you or your child has questions about any of the material in this handbook, please contact a teacher, the school counselor, or the principal.

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

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

The following forms are available on-line and must be completed.

1. Parental Acknowledgment Form;
2. Student Directory Information Form;
3. Release of Information to Military Recruiters and Institutions of Higher Learning Forms; and
4. Consent/Opt-Out Form. See *Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation* on page 9 and *Objecting to the Release of Directory Information* on page 16 for more information.

NOTE: References to policy codes are included so that parents can refer to board policy. Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district’s official policy manual is available for review in the superintendent’s office and an unofficial electronic copy is available at www.fisd.us.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact [fisd.us](http://www.fisd.us) or (830) 393-5300.

FISD MISSION

FISD is committed to developing 21st century graduates who are life-long learners that are purposeful, innovative, collaborative, and possess character traits that lead to success.

FLORESVILLE INDEPENDENT SCHOOL DISTRICT BOARD OF EDUCATION

President.....	Mr. Ryan Bippert
Vice-President.....	Mrs. Rachel Pena
Secretary	Mrs. Penny Smith
Treasurer	Mr. Bill Meuth
Member.....	Mr. Steven Ibrom
Member.....	Mrs. Nancy Jurgajtis
Member.....	Mr. Heath Orth

FLORESVILLE DISTRICT OFFICE ADMINISTRATION

Superintendent	Dr. Sherri Bays
Assistant Superintendent of Finance and Operations	Mr. Bill Atkins
Assistant Superintendent of Human Resources and Administrative Services	Mrs. Jacquelyn Miller
Director of Special Education.....	Mr. Clint Askins
Executive Director of Curriculum	Mrs. Sara Mann
Director of Secondary Curriculum and District Testing	Dr. Rhonda Wade
Director of Athletics	Mr. Andrew Rohrs
Director of Bands.....	Mr. Jim Cathey
Director of Maintenance.....	Mr. Darrell Cowley
FISD Social Worker	Mr. Ben Reed

FLORESVILLE HIGH SCHOOL and CHOICE PROGRAM ADMINISTRATION and SUPPORT STAFF

Principal.....	Mr. Michael Schroller
Assistant Principal	Mr. Rick Rios
Assistant Principal	TBA
Assistant Principal	Mr. Benny Villanueva
District CTE Coordinator	Mrs. Laura Bippert
Counselors.....	Mrs. Kimberly Ackley Ms. Leann Drozd Mrs. Karissa Jarzombek Mrs. Chelsea Lyssy
Librarian	Mrs. Sharon Varnon
School Nurse.....	Ms. Amy Hayden, RN
Secretaries and Office Staff	Mrs. Diana Hernandez, Principal Secretary Mrs. Wanda Hubbert, Counselor's Secretary Mrs. Leah Jones, PEIMS Clerk Mrs. Yvonne Castro, Attendance Mrs. Eloise Medina, Receptionist

Floresville ISD District Calendar 2017-2018

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

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

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

14-17 Staff Development
18 Work Day
21 First Day of School

4 Labor Day Holiday

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

9 Staff Development- Student Holiday

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

20-24 Thanksgiving Holiday

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

20 Early Release Students & Staff
21-29 Winter Break

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

4-5 Staff Development/Work Day
1-3 Winter Break
15 Staff Development- Student Holiday

February '18						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

19 Staff Development- Student Holiday

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

12-16 Spring Break Holiday
30 Good Friday Holiday/Bad Weather Make-Up Day

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

20 Staff Development- Student Holiday

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

28 Memorial Day Holiday/ Bad Weather Make-Up Day
31 Early Release- Students Only

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

1 Graduation/ Teacher Work Day

Symbol Key

- Holiday (Students & Staff)
- Staff Development/Student Holiday
- Beginning of Grading Cycle
- End of Grading Cycle
- Early Release
- Bad Weather Make-up Day
- New Teacher Orientation

First Semester

Quarter One 38 Days
Quarter Two 43 Days
Total First Semester 81 Days

Minutes of Instruction

FNE/FSE 36,440
FMS/FHS 36,840

Second Semester

Quarter Three 43 Days
Quarter Four 51 Days
Total Second Semester 94 Days

Minutes of Instruction

FNE/FSE 42,225
FMS/FHS 42,690

Total Minutes of Instruction (75,600 required)

FNE/FSE 78,665
FMS/FHS 79,530

Floresville High School

Bell Schedule for 2017-2018

Sign In		7:30 (Duty 7:20)
Entry Bell	7:55 AM	
1 st Period		8:00 - 8:48 (48 minutes)
2 nd Period		8:52 - 9:40 (48 minutes)
3 rd Period		9:44 - 10:32 (48 minutes)
4 th Period		10:36 - 11:24 (48 minutes) Announcements 11:24 - 11:29
5 th Period	A Lunch	11:29 – 11:59 (30 minutes)
	A Class	12:04 – 12:52 (48 minutes)
	B Class	11:34 – 12:22 (48 minutes)
	B Lunch	12:22 – 12:52 (30 minutes)
6 th Period		12:57 - 1:45 (48 minutes)
7 th Period		1:50 - 2:38 (48 minutes)
8 th Period		2:42 - 3:30 (48 minutes)
Sign Out		4:00 (Duty until buses leave)

Traditions

FHS ALMA MATER

Students and Ex-Students should stand when the school song is either being played by the band or sung by the student body.

Dear old Alma Mater
Floresville High we honor.
We salute you FHS

Our love we express.
We will stand beside you
With our banner true.

On your guidance we rely,
Ole Floresville High.

SCHOOL TOUCHSTONE

FHS-We Make It Happen!
Live by Choice,
Learn for Life!

SCHOOL COLORS

Maroon and White

SCHOOL MASCOTS

Tiger and Jaguar

FHS VISION STATEMENT

FHS is recognized as a school of integrity committed to excellence.

FHS MISSION STATEMENT

Empower all learners through character and performance to succeed.

Floresville High School

Compacts for Excellence

The teachers and staff at Floresville High School take pride in our commitment to fostering both intellectual and moral excellence in our students. A central part of our commitment to character is our Compacts for Excellence – developed by staff and students. The compacts have two purposes: (1) Helping students to do their best work, and (2) Treating everyone with respect and care.

To help us achieve these goals, the staff and students have each worked together to develop expectations which make up our Compacts for Excellence.

FHS students pledge to treat one another and their teachers with Respect and care and to do their best work!

WE WILL...

- Support one another with encouraging words and actions - stay positive
- Treat others with the same respect and kindness that they would want in return - remember that you get back what you give
- Listen to one another
- See others' differences as unique - show tolerance
- Accept responsibility for our actions, and apologize when we are wrong
- Use technology to enhance assignments or projects
- Be on time and prepared for classes as well be an active participant
- Set goals and give our best effort
- Encourage student independence and RESPONSIBILITY
- Communicate with teachers and ask for help if needed
- Have fun while learning

FHS staff members pledge to treat ALL students with Respect and care and to help them do their best work!

WE WILL...

- Accentuate the positive
- Believe all students have specific strengths
- Communicate positively with students
- Consistently deal with every situation and consider all of the facts
- Encourage all students by treating them like they CAN
- Listen to students and honor their need to be heard
- Make learning relevant by using real-world applications
- Treat every student with respect
- Model the character we want students to develop and demonstrate
- Support and encourage positive relationships with parents
- Support our students' career aspirations and promote strong work-ethic

CORE ETHICAL VALUES

(as defined by FHS students)

- **Trustworthiness** - Having someone rely on you; having loyalty; trust and honesty towards others.
- **Respect** - Admiration; "Golden Rule"; Treat ALL others as you would want to be treated.
- **Responsibility** - Live up to your actions; Accepting consequence for what you do; Not procrastinating.
- **Fairness** - Treating others with equality and make no judgments; Being impartial and open to all ideas.
- **Caring** - Loving someone unconditionally; Showing compassion; Showing concern/worry for someone in need.
- **Citizenship** - Being an active member in your community; Voting; Community Service; Following all laws and respecting authority.

HONOR CODE

Floresville High School is dedicated to the academic, social and ethical development of each member of our learning community. We embody a spirit of mutual trust and intellectual honesty that is central to the very nature of learning. To accomplish this goal each student must uphold and follow the school's Honor Code:

The core values underlying and reflected in the Honor Code are:

- **Academic Honesty:** Students submit their own work for tests and assignments without unauthorized assistance and do not provide unauthorized assistance to others.
- **Academic Integrity:** Commitment to the honesty and responsibility of representing one's academic work by properly citing sources and by not giving or receiving unauthorized assistance.
- **Respect** for others and the learning process to demonstrate academic honesty which is fundamental to the learning process.
- **Trust** in others to act with academic honesty.
- **Responsibility** is demonstrating best effort in preparation and completion of academic tasks.
- **Fairness** and equity are demonstrated so that every student can experience an academic environment that is free from the injustice.
- **Integrity** of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

SECTION I:

REQUIRED NOTICES AND INFORMATION FOR PARENTS

This section of the Floresville High School Student Handbook includes several notices that the district is required to provide to you, as well as other information on topics of particular interest to you as a parent.

NONDISCRIMINATION STATEMENT

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment:
Jacquelyn Miller, Assistant Superintendent of Human Resources and Administrative Services
1200 5th Street, Floresville, Texas 78114
(830) 393-5300
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:
Clint Askins, Director of Special Education
1200 5th Street, Floresville, Texas 78114
(830) 393-5300
- All other concerns regarding discrimination - See the superintendent:
Dr. Sherri Bays
1200 5th Street, Floresville, Texas 78114
(830) 393-5300

PARENT AND FAMILY ENGAGEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed. See *Academic Counseling* on page 30 and *Academic Programs* on page 23.
- 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 at (830) 393-5370 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 58.
- Becoming a school volunteer. For further information, see policies at GKG and contact Jacquelyn Miller, (830) 393-5300.
- Participating in campus parent organizations. Parent organizations include: Cheer Boosters, Tigerette Boosters, ROTC Boosters, Athletic Boosters, and Band Boosters.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the High School at (830) 393-5370.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. See policies at BDF, EHAA, FFA,

and information in this handbook at *School Health Advisory Council* on page 51.

- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. See policies at BE and BED for more information.

Opportunities for Parent Involvement at FHS include:

Open House
Awards Ceremony

Conferences with Teachers
Texas Public School Week

Booster Clubs
Extracurricular Events

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

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

Participation in Third-Party Surveys

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

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

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

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

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

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

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

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

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

Teachers may display students’ work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students’ artwork, special projects, photographs taken by students, original videos or voice

recordings, and other original works, on any campus or classroom web site, on the district's Web site, in printed material, by video, or by any other method of mass communication.

Teacher and Staff Professional Qualifications

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

Instructional Materials

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

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law, and
- State assessment instruments that have been administered to your child.

See *Authorized Inspection of Use of Student Records* on page 14.

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

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

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

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

Religious or Moral Beliefs

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by State law.

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as

much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

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

Human Sexuality Instruction

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

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

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

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. See *Pledges of Allegiance and A Minute of Silence* on page 58 and policy EC (LEGAL).

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

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

Limiting Electronic Communications with Students by District Employees

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

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity. The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

If you prefer that your child not receive any one-to-one electronic communications from a district employee, please submit a written request to the campus principal stating this preference.

Notices of Certain Student Misconduct to Noncustodial Parent

A non custodial 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 your child's misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. See policy FO (LEGAL) and the *Student Code of Conduct*.

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent or designee for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided in this circumstance.
(See *Bullying* on page 24, policy FDB, and policy FFI.)
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. (See policy FDE(LOCAL).)
- Request the transfer of your child to another campus [or a neighboring district] if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. (If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.)

Multiple Birth Siblings

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

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

Students in the Conservatorship of the State (Foster Care)

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

[See also *Students in Foster Care* on page 64 for more information.]

Students Who Are Homeless

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

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

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

[See also *Homeless Students* on page 52 for more information.]

IMPORTANT INFORMATION FOR PARENTS

Parents of Students with Disabilities

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, see *Special Programs* on page 63 and contact Clint Askins, Director of Special Education at (830) 393-5300.

Students Who Have Learning Difficulties or Who Need Special Education Services

If a student is experiencing learning difficulties, his or her parent may contact the person listed below to learn about the district'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. For those students who are having difficulty in the regular classroom, schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

A parent may request an evaluation for special education services at any time. If a parent makes a written request to a school district's director of special education services or to a district administrative employee for an initial evaluation for special education services, the school must, not later than the 15th school day after the date the school receives the request, either give the parent prior written notice of its proposal to evaluate the student, a copy of the Notice of Procedural Safeguards, and the opportunity for the parent to give written consent for the evaluation or must give the parent prior written notice of its refusal to evaluate the student and a copy of the Notice of Procedural Safeguards.

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

Upon completion, the school must give you 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.

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

- Texas Project First, at <http://www.texasprojectfirst.org>
- Partners Resource Network, at <http://www.partnerstx.org>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is the FHS Counseling Office at (830) 393-5370.

The district will notify the parent of a student, other than a student enrolled in a special education program, who receives assistance from the district for learning difficulties, including intervention strategies, that the district provides assistance to the student.

Students Who Receive Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the

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

Students With Physical or Mental Impairments Protected under Section 504

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

The designated person to contact regarding a referral for evaluation applicable to Section 504 is the FHS Counseling Office at (830) 393-5370.

Students Who Speak a Primary Language Other than English

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

Children of Military Families

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

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

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

Authorized Inspection of Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at *Objecting to the Release of Directory Information* on page 16, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights. (Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.)

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

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

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

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

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see *Objecting to the Release of Directory Information* on page 16 for opportunities to prohibit this disclosure].
Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

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

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is 1200 5th Street Floresville, Texas 78114.

The address of the principals' office is 1813 Tiger Lane, Floresville, Texas 78114.

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), *Report Cards/Progress Reports and Conferences* on page 58, and *Complaints and Concerns* on page 29 for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or on the district's website at www.fisd.us.

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

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a child's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. This "directory information" will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student's directory information. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year. See the "*Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information*" included in the forms packet.

Directory Information for School-Sponsored Purposes

The district has not designated a separate list of student information as directory information for school-sponsored purposes. As a result, if you object to the release of the student information included on the directory information response form, your decision will apply to the use of the information for school-sponsored purposes, such as the honor roll, the yearbook, recognition activities, news releases, or athletic programs.

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

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

SECTION II:

OTHER INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact your child's administrator at (830) 393-5370.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

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

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

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
 - 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 with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See *Children of Military Families* on page 14.]

Secondary Grade Levels

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

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

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

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

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

Failure to Comply with Compulsory Attendance

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

Students with Disabilities

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

Age 19 and Older

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

Between Ages 6 and 19

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

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

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

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

Truancy Prevention Measures

This serves as the district's official written notice regarding the Truancy Prevention Measures adopted by Floresville High School in its attempt to address student conduct related to truancy and to minimize the need for filing a complaint against the parent, child, or both in the appropriate court of law. These measures are in accordance with Texas Education Code, Section 25.0915 and include the following:

1. Utilize the Alert Now system to notify parents/guardians of absences recorded for their child.
2. Send by First Class mail a Warning Notice notifying the parent/guardian that their child has accumulated 3 or more unexcused absences in a 4 week period.
3. Send by First Class mail a Warning Notice notifying the parent/guardian that their child has accumulated 6 or more unexcused absences over the school year.
4. A parent conference will be requested with the parent/guardian, child, and campus administrator. A parent's

failure to attend this conference will not prevent the district from filing a complaint should further unexcused absences occur.

5. Other parent contacts (phone or face-to-face) to discuss attendance concerns.
6. File complaint with appropriate court.

Official Attendance

The official attendance for the State record shall be determined by the attendance recorded during the third period of the day, which would be 9:44.

Attendance for Credit

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

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

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for religious holy days and documented health-care appointments will be considered days of attendance for this purpose. See policies at FEB.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

Parent's Note After An Absence

By default each absence is automatically recorded as an unexcused absence for the student until such time that a note is returned to the school. The district requires that a note be turned into the office within 72 hours of the student's return to school or the absence(s) will remain unexcused. In order for an absence to be considered an "excused" absence, it must meet one of the criteria listed below for "Excused Absence."

When a student must be absent from school for any portion of the school day, the student—upon returning to school—must bring a note, signed by the parent that describes the reason for the absence. Parents may also e-mail a note. A note verifying absences must be maintained in the attendance files. If a student's parent(s) calls in his/her absence, or if the school calls a student's parent(s), students still have to bring a note from home verifying the phone call within 3 days (72 hours) of their return to school. Failure to do so will result in the absence being counted as unexcused. The note should contain the following:

1. State the student's full name
2. State the date(s) of your absence
 - a. If a half-day, state whether a.m. or p.m.
 - b. If less than a half-day, state which periods were missed
3. State the specific reason for absence. "Personal" or "out of town" are NOT specific reasons.
 - a. State whether the same reason applies throughout the student's absence.
 - b. State the reason for each day, if there were more than one days' absence with different reasons each day.
4. The note must bear the student's parent(s) or guardian(s) signatures. It must also have home telephone number, mother's business telephone and father's business telephone number if applicable. The note shall be signed by the student's parent or, if the student is 18 or older or is an emancipated minor, signed by the student and by parent guardian or other adult representative if living separate and apart from parents.
5. If adequate information is not provided, a student will be given an unexcused absence until correct information is given.
6. When a student's absence for personal illness exceeds five consecutive days, the student shall present a statement from a physician or health clinic verifying the illness or condition that caused the student's extended absence from school.

Procedures for Obtaining a Note for Absence/Tardy

Students should do the following:

1. Students go to the Attendance Office to turn in their note for previous day(s) absence to get a note receipt.

Tardy or Late to School

1. 1st period - Get a tardy or an excused tardy slip from the office.
2. After 1st period - If just arriving to school, the student must sign in at the office to get an admit slip to class.

Excused Absences

A student not actually on campus at the time attendance is taken may be considered in attendance for Foundation School Program purposes. Floresville ISD policy presently lists the following reasons as qualifying students for an excused absence:

1. The District shall excuse a student from attending school for the purpose of observing religious holy days, including traveling for that purpose. Excused days for travel shall be limited to not more than one day for travel to and one day for travel from the site where the student will observe the religious holy days.
2. The District shall excuse a student for temporary absence resulting from health-care professionals if that student commences classes or returns to school on the same day of the appointment and supported by documentation or a note from the health care professional.
3. The student is participating in a mentorship approved by District personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program outlined in 19 TAC 74.13(a) (3).
4. The student is Medicaid-eligible and participating in the Early and Periodic Screening, Diagnosis, and Treatment Program. Such students may be excused for up to one day at any time without loss of ADA.
5. A person required to attend school may be excused for temporary absence resulting from any cause acceptable to the teacher, principal, or superintendent of the school in which the person is enrolled.
6. The student is not in attendance due to personal illness that does not require medical treatment. In such a case, the student must return a note from a parent/guardian indicating the reason for the absence(s) and the dates. If the student has established a questionable pattern of absences, the attendance committee may also require a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

NOTE: The campus/district will only excuse ten days relating to personal illness with parent/guardian submitted notes (see above). The campus will notify the parent/guardian that the maximum number of days for personal illness has been reached and any further absences relating to personal illness will be unexcused by the campus unless the note returned to the campus is from a physician or medical professional.

7. Students attending funeral services for an immediate family member(s) which has been documented in writing from the parent/guardian and accompanied by an obituary notice may be considered an excused absence. Up to three bereavement days may be allowed for the following immediate family or step-family members: parent or other individual standing in place of the parent, brother, sister, grandparent, aunt, uncle, or cousin, or any person who may be residing in the student's household at the time of illness or death.

8. The high school campus will allow two excused absences for the purpose of “college days” for junior and senior students. The last day to take a college day for juniors and seniors will be the last school day in February. Before taking a college day, junior and senior students must show verifiable documentation from the college/university of their choice, that an appointment to tour/visit has been made and confirmed. This confirmation documentation must be turned in five (5) school days prior before requesting a college day to the student’s administrator. In addition to the required documentation before requesting a college day, a parent/guardian note as well as documentation from the college/university that the student had a successful visit/tour will also need to be turned in to the attendance office within the three (3) day limit of turning in notes. Failure to turn in **any** of the required documentation will result in an unexcused absence. If the institution will not provide proper documentation of the tour/visit for reasons such as not having an appointment, tardiness, behavior concerns, determines the student has a lack of interest in attending, or any other reason the absence will be unexcused and count against exemptions. The goal of college day is for the students to visit schools they are interested in and not to be used as a skip day.
9. The Floresville High School campus will allow for two additional days of excused absences for military testing of a student planning on enlisting in a branch of the Armed Services. Proper documentation from the parent and the branch of the military service conducting the test is required in order to excuse the absence(s).
10. Floresville ISD will allow an excused absence for a student in grades 6 through 12 who misses school for the purpose of sounding “Taps” at a military honors funeral held in Texas for a deceased veteran. Documentation must be brought to the school from the funeral home or military.
11. Floresville ISD will allow an excused absence for a student who misses school for the purpose of attending a required court appearance, including travel for that purpose. Documentation must be brought to the school from the judge or the court system.
12. A student who has been referred to a juvenile court or other court (district, municipal, justice of the peace, etc.) for delinquent conduct or conduct indicating a need for supervision shall be excused when the assigned juvenile judge or probation officer has detained the student or required the student to participate in activities related to the student’s referral and when detention or participation in such activities resulted in absence from class and the probation officer or court communicates the cause of the absence in writing to District personnel; and the student successfully completes all missed assignments.
13. A student who has been referred to the Texas Department of Human Services or a county or local welfare unit on the basis that he or she has been abused or is neglected shall be excused when the student’s caseworker has required the student to participate in activities related to the student’s referral and participation in such activities resulted in the student’s absence from class and the caseworker communicates the reason for the absence to District personnel and the student successfully completes all missed assignments.
14. Activities related to obtaining United States citizenship.
15. Service as an election clerk.
16. Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student’s arrival or return to campus.
17. For students in the conservatorship (custody) of the state.
18. An activity required under a court-ordered service plan.
19. Any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the student notifies his or her teachers and receives approval from the principal prior to the absences.

As listed in Section I at Accommodations for Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 14 for that section.

Unexcused Absences

Any absence not listed above as an excused absence will be considered an unexcused absence by the campus. (Examples of unexcused absences: no ride, missed bus, flat tire, car wouldn’t start, ride did not pick up, woke up late, going out of town, vacation, Trail Rides, job interviews, church, WIC appointments other than for medical reasons, family event – weddings, graduation ceremonies, parent appointment, visiting relatives, family emergency.) If “family emergency” is explained on note, consideration will be taken whether or not to excuse.

Preapproved Absences

The campus will allow for not more than two days of excused absences per family related event each semester that is pre-approved by the campus administrator. The family event must be clearly stated and provided in writing to the campus administrator prior to the student's absence. These absences will count against exemptions.

Withdrawal for Non-Attendance

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

The District may initiate withdrawal of a student under the age of 18 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

Extracurricular Activities

Students participating in any activity which is not approved by the local school board and/or without certified district personnel supervision are counted as unexcused absences.

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year ten extracurricular absences not related to post-district competition, five absences for post-district competition prior to state, and two absences for state competition. The District shall allow an additional ten days for extracurricular absences.

Absences Due To Educational Trips

Parents should not assume that a child will be considered excused by the school merely because his parents make the request. Parents may take their children out of school so that they can be with them on certain trips that are not of an emergency nature, but the trip must then meet the criteria of being educational if parents and children want the absence to be excused (and, therefore, no penalties invoked).

Educational trips should be distinguishable from recreation trips. A trip whereby the primary objective is to have fun, and any learning (if taking place) is incidental, shall be considered recreational and, therefore, is not excused. Parents should contact the school principal at least two weeks in advance regarding impending trips that might fall under the classification of educational. Trips such as "Trail Rides" are considered to be recreational. Extensive travel trips are discouraged except at regular school vacation periods.

Absences Due To Emergency Trips

As addressed by mandatory attendance law of this state and the school board policy of this district, occasions do arise where parents cannot avoid taking their children out of school for reasons other than illness, immediate family death, quarantine, bad weather, or special holidays. There may be emergencies in the family that would warrant parent(s) to remove his/her child and to be assured that the school would not penalize the child's absence. Consultation should be arranged with the Principal in advance when possible. Any class work missed during such absences is the student's responsibility and the student must consult with all teachers involved regarding work missed immediately upon return to class.

Doctor's Note After An Absence for Illness

Upon return to school, a student absent for more than 4 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. See FEC (LOCAL).

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records, and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. The student can obtain this form at the office. Students should request VOE Forms for driver license purposes at least forty-eight (48) hours in advance to allow the office staff time to research the attendance. An absence for a partial day will be excused with documentation from the Dept. of Public Safety. A copy of the permit given and/or test verification with proper date will excuse the absence.

ACADEMIC DISHONESTY/HONOR CODE

Each student is responsible for his/her own academic assignments for class work, homework, and tests. The following consequences will be applied when the honor code has been violated:

1st Offense

- Zero assigned
- Parents are contacted by the teacher
- Office referral is written and submitted to administration
- Loss of exemption in that class for the semester

2nd offense

- Zero is assigned
- Parents are contacted by the teacher
- Office referral is written and submitted to administration
- ISS is assigned
- Loss of all exemptions for the remainder of the year.

ACADEMIC PROGRAMS

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. For more information, see *Graduation* page 45 of this handbook and policies at EIF.

See *Academic Counseling* on page 30.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by the No Child Left Behind Act.

This information can be found on the district's website at www.fisd.us. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at TEA Performance Reporting Division and the TEA homepage.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST

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.

Please contact the principal or counselor for information about this opportunity.

ASSEMBLIES

Students are to remain seated and to listen attentively to the program at assemblies and treat those on the program courteously. Students should applaud to show appreciation, not to make noise. Whistling, booing, or stomping has no place in a well-mannered group of students. Give the speaker your attention. Remember that the speaker carries with him/her an impression of FHS based largely on their observation of student behavior.

AWARDS AND HONORS

Perfect Attendance

For the purpose of the annual Student Awards Program in May, perfect attendance will be taken from attendance in all eight periods. (Students who enroll after the beginning of school do not qualify.)

Honor Rolls

An FHS student who maintains a weighted average of 90 or above in every class is eligible for the FHS "A" Honor Roll. A student who makes the "A" Honor Roll each quarter will be recognized with a certificate at the annual Student Awards Program in May.

Subject Awards

For the purpose of the annual Student Awards Program in May, a student is selected in each subject area based upon performance in that course.

Honor Graduates

Seniors who have completed the Recommended State Program or the Distinguished Achievement Program and who have earned an overall weighted average of 90 or above will be recognized at the Awards Ceremony.

BULLYING

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

- 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;
- or
- Infringes on the rights of the victim at school.

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

The district is required to adopt policies and procedures regarding:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, assault, demands for money, confinement, destruction of property, theft of valued possessions, name-calling, rumor-spreading, and ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by using the Stay Alert message program.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. (Also see *Safety Transfers/Assignments* on page 12.)

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

CAREER AND TECHNOLOGY PROGRAMS

Career and technical programs are dedicated to preparing young people to manage the dual roles of family member and wage earner, and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.

Floresville ISD offers career and technical education programs in Arts, A/V Technology & Communications; Business Management & Administration; Finance; Health Science; Information Technology; Manufacturing, Agriculture, Food & Natural Resources; Hospitality & Tourism; Human Services; and Transportation, Distribution, & Logistics based on student interest and grade classification.

It is the policy of Floresville ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities 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.

Floresville ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse, and other maltreatment of children, which may be accessed in the Fisd District Improvement Plan. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

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

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

Child Welfare Information Gateway Factsheet
KidsHealth, For Parents, Child Abuse
Texas Association Against Sexual Assault, Resources
Texas Attorney General, What We Can Do About Child Abuse Part 1
Texas Attorney General, What We Can Do About Child Abuse Part 2

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at Texas Abuse Hotline Website.

CLASS RANK/HIGHEST RANKING STUDENT

Floresville High School grades will be averaged and weighted on all seniors for grades 9-12 for ranking purposes. Valedictorian and Salutatorian must have been in attendance for the previous consecutive six semesters prior to graduation at Floresville High School. Valedictorian, Salutatorian, and Honor Graduates will be chosen in the following manner:

1. All students with a weighted average of 90 or above who will complete the Recommended or Distinguished graduation option shall be designated Honor Graduates.
2. Student class ranking will be figured as follows: course grade times the weight factor, divided by the number of grades per semester course. Seniors graduating at the end of the first semester are not included in final GPA and Rank.
3. Courses taken by correspondence, summer school, local credit, locally developed courses, internet dual credit, credit by exam, evening dual credit or any course not taught by FHS personnel will not be used in determining the weighted score. Courses taken in Middle School (i.e. Algebra I, Speech, Health, Art and Keyboarding) that can count as high school credit will not be figured in the grade point average and class ranking. Pass/Fail courses are not figured in the numeric averaging.
4. Go Ahead Credit Courses taken in the summer programs should receive prior approval.
5. The following weights will be applied to the listed subjects: for example, all AP and Pre-AP courses count 1.10, etc.
1.10 AP, Pre-AP courses, Freshman Composition, British Literature Dual Credit, US History Dual Credit, Independent Studies.**
1.0 All other Courses.**
**Weights are subject to change.
6. This policy shall be subject to annual review for changes in weights or the introduction of new courses. Also subject to change as per state regulations.
7. For class rank purposes, senior's grades will be "cut off" at the end of the third nine-week grading period. In case of a tie in the grade average, see EIC Local.

Note: The following statement applies to students that are in AP or Pre AP courses and sent to the District Alternative Education Program (DAEP): If the AP or Pre AP class(es) can be supported at DAEP, as to maintain the rigor, integrity, labs, assignments, class discussions, or tasks, the student will continue the course at DAEP. If the course cannot be supported at DAEP in a way that the integrity and level of rigor is maintained, the student will be dropped from AP/Pre AP class(es).

CLASS SCHEDULES

FHS Students shall ordinarily be enrolled in eight subjects; however, the high school administration may permit SENIOR students who are eligible for graduation a course load of only six (6) subjects.

FHS students should choose their courses carefully with the advice and counsel of the FHS Counselor and/or FHS Principal, so that there will be a minimum need for a schedule change. It is very difficult to make a schedule change after classes have begun each school year. Schedule changes will not be made once the school year begins.

CLOSED CAMPUS POLICY

General Guidelines

The following guidelines have been established regarding the closed campus policy:

1. Students are to remain at school each school day from the time of arrival until the time of dismissal. Bus riders are considered to be on campus when the bus arrives at school and cannot leave campus without the prior knowledge and approval of school officials and parents.
2. Students may leave only under the following conditions:
 - a. When a parent or legal guardian comes to the school office to get the student and signs the student out of school.
 - b. If a student is in a co-op program and reporting to work.
 - c. When the Principal gives a student special permission.
3. Once on campus students shall not sit in automobiles nor shall students go to their vehicles during school without prior administrative approval.
4. Student privileges to go to work may be revoked if a violation occurs.
5. Students are not allowed to leave campus for lunch. Students will attend lunch at the Cafeteria.
6. Students having authorization to leave campus early (i.e., VAC/seniors on abbreviated schedule, etc.) are not to return to campus during the regular school day without the permission of an administrator.
7. Any Early Release student who remains on campus or returns to campus without administrative approval will lose their Early Release privileges and placed in a state credit course.

COLLEGE AND UNIVERSITY ADMISSIONS

For two school years following his or her graduation, a district student who graduates 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 (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2018 term, the University will be admitting the top seven percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through holistic review process.

Should a college or university adopt 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.

Students and parents should contact the school counselor or College/University Counseling or Admissions Office for further information about the application process and deadlines. For further information, see policies at EIC.

[See also *Class Rank/Highest-Ranking Student* on page 26 for information specifically related to how the district calculates a student's rank in class, and requirements for *Graduation* on page 44 for information associated with the foundation graduation program].

College Day

The high school campus will allow two excused absences for the purpose of "college days" for junior and senior students. The last day to take a college day for juniors and seniors will be the last school day in February. Before taking a college day, junior and senior students must show verifiable documentation from the college/university of their choice, that an appointment to tour/visit has been made and confirmed. This confirmation documentation must

be turned in five (5) school days prior before requesting a college day to the student's administrator. In addition to the required documentation before requesting a college day, a parent/guardian note as well as documentation from the college/university that the student had a successful visit/tour will also need to be turned in to the attendance office within the three (3) day limit of turning in notes. Failure to turn in **any** of the required documentation will result in an unexcused absence. If the institution will not provide proper documentation of the tour/visit for reasons such as not having an appointment, tardiness, behavior concerns, determines the student has a lack of interest in attending, or any other reason the absence will be unexcused and count against exemptions. The goal of college day is for the students to visit schools they are interested in and not to be used as a skip day.

COLLEGE CREDIT COURSES

Students in grades 11–12 may earn college credit from the following:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with local colleges or universities, which may be offered on or off campus;
- Enrollment in courses taught at the following institutions in the district: [list entities/institutions in the district at which a student can earn college credit] other colleges or universities; and
- Certain CTE courses.

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

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

Advanced Placement Program

The Advanced Placement Program, administrated by The College Board of New York and taught at the high school, allows students to participate in a college level course and possibly earn college credit while still in high school. High school students and colleges cooperate in this program to give students the opportunity to show mastery in college-level courses by taking the AP exam in May of each school year. Each college determines the scores to be accepted for credit, but most consider a score of at least a 3. Colleges may award three, and sometimes six hours of credit per test. Students should contact individual colleges to find out about the policy of each. AP courses are more challenging and stimulating, but they take much more time and require more work. AP classes require energetic, involved, and motivated students. All students enrolled in an AP course are required to take the AP exam at no cost.

Dual Credit

Approved courses that can earn a student both high school and college credit simultaneously. The following criteria must be met prior to registering for dual credit courses: be a junior or senior student, have passed necessary portions of the THEA, ASSET, SAT, ACT, or ACCUPLACER test, or have met Texas Success Initiative Requirements and the college placement qualifications. Once enrolled, Dual Credit students must maintain GPA of 2.0 ("C" average) in each course to continue participation in the Dual Credit Program. Students will attend these courses in the Fisd facilities (high school and central office) and all Fisd and college discipline, rules, and policies apply.

Students will be responsible for paying for their textbooks for college level dual credit courses.

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

Depending on the student's grade level and the course, an end-of-course assessment may be required for graduation.

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

COMMUNICATIONS-AUTOMATED

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed. (See *Safety* on page 59 for information regarding contact with parents during an emergency situation.)

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. (See *Safety* on page 59 for information regarding contact with parents during an emergency situation.)

COMPLAINTS AND CONCERNS

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

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

COMPUTER RESOURCES

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

CONDUCT

Applicability of School Rules

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

To achieve the best possible learning environment for all students, the *Student Code of Conduct* and other campus rules will apply whenever the interest of the district is involved, whether on or off school grounds, in conjunction with classes and school-sponsored activities.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator for the high school campus is Mr. Michael Schroller.

Disruptions of School Operations

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

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

Social Events

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

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

COUNSELING

Academic Counseling

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

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

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with their counselor should sign in at the counseling office.

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.

COURSE CREDIT

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

Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAM

If a Student Has Taken the Course/Subject

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

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

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

The grade received will not be averaged in the student's GPA or weighted numeric average.

For further information, see the counselor and policy EHDB.

For Advancement/Acceleration—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2017–18 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

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

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office, or on the district's website. [See policy FFH.]

Dating Violence

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

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

Discrimination

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

Harassment

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

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

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

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

DISCRIMINATION

See *Dating Violence, Discrimination, Harassment, and Retaliation* on page 31.

DISTANCE LEARNING

Distance learning and correspondence courses includes 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.

For distance learning opportunities the district makes available please contact the counseling office.

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

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see *Extracurricular Activities, Clubs, and Organizations* on page 39.] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

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

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

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR OTHER DOCUMENTS

School Materials

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

The school yearbook, *Tiger’s Claw*, is available to students.

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

Nonschool Materials

From Students

Students must obtain prior approval from the principal before posting, circulating, or distributing written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made in two school days.

The principal will designate the location for approved nonschool materials to be placed for voluntary viewing by students. See policies at FNAA.

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

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policies at GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus administration for prior review. The administrator will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. See policies at DGBA, FNG, or GF.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.

- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD (LOCAL) or a non curriculum-related student group meeting held in accordance with FNAB (LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

DRESS AND GROOMING

The District's dress code is established to teach good grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, teach respect for authority, and to maintain a positive learning environment. Students should be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others.

The District prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations. The District prohibits pictures, emblems, or clothes that are lewd, offensive, vulgar, suggestive, or obscene, or advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under Board Policy FNCF. The student and parent may determine the student's personal dress and grooming standards provided they comply with these general guidelines and the district's dress code for students outlined in this handbook.

When a faculty member deems a student in serious violation of the dress code, that faculty member will notify the campus administration of the violation by using a Floresville ISD Behavioral Report (discipline referral form) and send the student to the administrator for immediate action. If the principal or his/her designee determines that a student's grooming violates the dress code, the student shall be given an opportunity to correct the problem at school. If not corrected, the consequence assigned will be at the discretion of the principal or his/her designee. If, in the principal's or designee's judgment, the dress violation constitutes a major violation of a lewd and/or distracting nature, the student shall be assigned to in-school suspension for the remainder of the day or until the problem is corrected. Repeated offenses shall result in more serious disciplinary action. Appropriate discipline procedures shall be followed in all cases.

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action.

Standards For Acceptable Grooming-Administrative Rule

Consistent with the policy of the Floresville Independent School District stating that good grooming is considered to be a function of the educational process, the following standards of grooming will govern the individual school in the District.

Dress Code for All Students Secondary Grades 6-12

Any apparel/dress/appearance considered by the school administration to be disruptive, inappropriate, or gang related is prohibited. A dress code decision by the campus administrator may not be appealed. Specific examples follow.

1. Pants and jeans shall be worn in an appropriate manner and must be in reasonably good repair. Slacks, pants, or jeans that are extremely tight, baggy, or extreme in design are prohibited. Jeans with shredding or holes may be deemed inappropriate by an administrator or designee. Pajamas are prohibited.
2. Bicycle/spandex or other similar tight-fitting shorts, pants, leggings or yoga pants are prohibited unless worn under clothing that is not shorter than fingertip length.
3. T-shirts of the underwear type may be worn only during physical education/athletic classes or when approved for specific activities. Fish net, muscle shirts, and/or tank tops are prohibited.
4. Shirts that are longer than the top of the palm (with hands by the sides when standing) shall be tucked in. Shirts shall not reveal the midriff.
5. Appropriate footwear must be worn on campus at all times. Bedroom slippers and hazardous shoes (such as cleats or steel toed boots) are prohibited.

6. Caps, hats, hoods, or any type of head covering are prohibited unless approved by a licensed physician or campus administrator.
7. Facial, skin, or body-piercing rings or ornaments are prohibited. Ear gauges are prohibited. Wearing or display of disruptive chains, jewelry, is also prohibited.
8. All tattoos are prohibited and must be covered by the student.
9. Hair shall be cut or styled to a length that provides a neat, well-groomed appearance. Hair shall be kept out of the eyes. Hair that is dyed/colored either in a manner or color that is unnatural (green, blue, striped, etc.) or is styled in a manner that would cause disruption (spiked, mohawk, shaved design, etc.) is prohibited.
10. Undergarments shall not be visible at any time (sitting or standing).
11. Clothing shall not be shorter than four (4) inches above the knee (sitting or standing).
12. Clothing or accessories, with pictures or messages, may be deemed inappropriate by an administrator or designee.

Dress Code for Male Students

1. Wearing ear jewelry is prohibited.
2. Students shall be clean-shaven; beards and/or mustaches are not allowed.
3. Sleeveless shirts of any type are prohibited.

Dress Code for Female Students

1. Tops and dresses with straps less than two (2) inches in width, or racer back type tops shall not be worn unless accompanied by clothing that provides full covering.
2. Tops and dress that are lower than three (3) inches from the collar bone and reveal cleavage are prohibited.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Cell Phones

The district permits students to possess cell phones; however, cell phones must be turned off during the class time (before entering the classroom) and during all testing. The use of cell phones will be allowed during the passing period and at the assigned lunch time. If students violate the cell phone policy, the phone will be confiscated. In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See *Searches* on page 61 and policy FNF.] Any disciplinary action will be in accordance with the Student Code of Conduct and include confiscation of the device. The school may charge the owner for the release of certain telecommunications devices. See policy FNCE.

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

*School staff members and the campus officers are not responsible for investigating the theft or loss of cell phones and will not be responsible for any damages to the cell phone.

If the cellular phone policy is violated:

1st Offense: Phone will be confiscated, turned into the appropriate administrator and can be picked up at the end of the school day.

2nd Offense: The phone will be confiscated and turned in to the appropriate administrator. The phone can be reclaimed from the appropriate administrator by the parent/guardian subject to a \$15 fee.

3rd and Subsequent Offenses: The phone will be confiscated and turned in to the appropriate administrator. The phone can be reclaimed from the appropriate administrator by the parent/guardian subject to a \$15 fee, and ISS will be issued.

Students who refuse to surrender cell phones when asked will receive a disciplinary consequence.

Cell Phones and Testing

TEA requires our district to develop a policy for cell phone and/or other personal electronic device use that serves its needs while preserving the security and confidentiality of the state testing program. Students are required to adhere to district procedures during state test administration or risk receiving a "No Score."

Prohibited Items

Unless prior permission has been obtained from the principal, students are not permitted to possess the following items: any type of electronic devices (such as IPODS, CD players, tape recorders, camcorders, DVD players, cameras, games); skateboards, guitars, laser pointers, water pistols, headphones, ear buds, blue tooth devices or items that school officials have reasonable cause to believe will substantially disrupt the school program or incite violence. Laser pointers are not toys, are dangerous and are strictly prohibited at school. The use of such items at school places others in physical jeopardy and will subject the user to disciplinary action. If students bring a prohibited item, the item will be confiscated.

*School staff members and the campus officers are not responsible for investigating the theft or loss of prohibited items and will not be responsible for any damages to the prohibited item.

If the prohibited item policy is violated:

1st Offense: Item will be confiscated; turned into the appropriate administrator and can be picked up by the student after school.

2nd Offense: Item will be confiscated; turned into the appropriate administrator and must be picked up by the parent/guardian only; the student will be assigned an AM/PM detention.

3rd Offense: Item will be confiscated; turned into the appropriate administrator and must be picked up by the parent/guardian only; the student will be assigned ISS.

Any confiscated items not picked up by the end of the school year will be turned over to the school police officer or will be donated.

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

EXEMPTION FROM SEMESTER EXAM PROCEDURE

Fall Semester: All Students will take a semester exam in all of their core classes (English, Math, Science, Social Studies) but may be exempt from an elective/ non-core class if they meet the criteria.

Spring Semester: All Students will take a semester exam in all of their elective/non-core classes but may be exempt from a core class (English, Math, Science, Social Studies) if they meet the criteria.

Criteria:

- Must pass each quarter with a 70 or higher. This standard applies to each subject individually.
AND
- Maintain a grade average of 90 or above for the semester with no more than three “misses” during the semester. This standard applies to each subject individually.
OR
- Maintain a grade average of 80 or above for the semester with no more than two “misses” during the semester. This standard applies to each subject individually.
OR
- Maintain a grade average of 75-79 with no more than one “miss” during the semester. This standard applies to each subject individually.
AND
- Cleared of all fines, fees, or financial obligations owed the school, such as lunch charges, textbook fines, equipment/athletic gear of any kind, library fines, fund-raising proceeds, etc. (must be cleared before exam exemptions can be granted for any subject).

During Semester exam days, students will be required to be in attendance in all classes, including the exempt classes. If a student is absent on semester exam days without a documented excused absence, the student will lose their privilege to be exempt from their classes and will be required to take all of their exams or receive an exam grade of zero for each course not present.

“Misses” From Class Include:

- Excused or unexcused absence(s); medical all day
- Three tardies will count as a miss
- ISS
- Suspension

Violating the Honor Code will cause loss of exemptions.

A placement at DAEP will cause loss of exemptions.

Not Counted as “Miss”

- Funeral absence(s): Any absence for bereavement of an immediate family member which has been documented in writing from the parent/guardian and accompanied by an obituary notice to the building principal within three days of returning to school will not count as a “miss” for up to three (3) bereavement days. Up to three (3) bereavement days will be allowed for the following immediate family members only: -parents and step-parents, other individuals who stand in loco parentis (in place of the parent) to the student, -brother or sister, step-brother, step-sister, grandparents, step-grandparents, aunts, uncles, step-aunts, step-uncles, cousins, or any person who may be residing in the student’s household at the time of illness or death.
- Documented College Day
- Religious Holy Days: Must be documented in writing as a holy day by the religious organization.
- Any absence which has been documented as being EXTRACURRICULAR, FIELD TRIP, OFFICE, OR NATURAL DISASTER will not be counted as a “miss”.

Dates

For Fall exemption purposes, absences/misses will be counted from the 6th day of classes after the start of school. For Spring exemption purposes, absences/misses will be counted from the first day of the second semester. Absence and cut-off date is the Friday before semester exams.

New Students

Students who enroll at FHS with 6 weeks or more remaining in the semester must meet all the criteria required for that semester to obtain exemptions. Students who enroll at FHS with less than 6 weeks remaining in the semester will not be eligible for exemptions.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Extracurricular Defined

Extracurricular activities are school-sponsored or sanctioned activities which supplement or compliment the school district's academic program or curriculum. Extracurricular activities may include public performances, club activities, contests, demonstrations or displays. Although an important part of the total educational program, participation in extracurricular activities is an earned privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. (Also see *Transportation* on page 66.)

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

[See <http://www.uil texas.org> for additional information on all UIL-governed activities.]

Extracurricular Eligibility Standards

In order to be eligible to participate in an extracurricular event for a nine week period following the initial six weeks period of a school year, a student cannot have a recorded average lower than a 70 on a scale of 0-100 in any course for the preceding nine weeks.

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- 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 receive an unexcused absence.

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.

CLUBS AND ORGANIZATIONS

Student activities form a vital part of the total educational program and should be used as a means of wholesome attitudes and good human relations. All students are encouraged to participate. All activities shall be under the direction of the Principal or his/her designee.

Air Force Junior ROTC

The mission of the AFJROTC program is to "build better citizens for America." The goal of the AFJROTC program is to instill in high school students the values of citizenship, service to the United States, personal responsibility, and

a sense of accomplishment. The AFJROTC program will emphasize the skills necessary for leadership – confidence, responsibility and self-discipline. AFJROTC does not engage in marksmanship training or teach individual combat skills. Additionally, students enrolled in the program are not required or expected to join the military service.

AFJROTC is an action-packed course which combines instruction in Aerospace Science and Leadership Education.

AFJROTC also has a Wellness Program that includes periodic, voluntary participation in various exercises, a 1-mile run, and team sports. The Aerospace Science subjects include cultural studies and history of aviation and aviation's impact on society, weather, navigation, and propulsion, principles of flight and space exploration. Leadership Education helps prepare cadets for positions in any career by providing a basic knowledge of the principles of leadership, military customs and courtesies, military organizations, flag etiquette and drill and ceremony. Cadets participate in field trips such as visits to local military bases, the high ropes confidence course at Newk's Ranch in New Braunfels, the Houston Space Center, World War II museum in Fredericksburg, and the USS Lexington in Corpus Christi. Cadets are eligible to participate in a 5-day summer leadership academy at Kerrville Schreiner University.

Air Force JROTC's competition teams include male/female armed rifle drill team, female unarmed drill team, color guard, male/female physical fitness teams, and model rocketry. Cadets on competition teams can earn a Floresville High School letter jacket.

College bound cadets can compete for an Air Force Academy nomination or an Air Force ROTC scholarship by completing three years of AFJROTC. If cadets choose to enter the military service after graduation, they are entitled to enlist at higher pay grades after completing two or three years of Air Force JROTC.

American Welding Society

The American Welding Society was formed in 1919 to advance the science, technology and application of welding. There are over 49,000 members and 170 sections and divisions throughout the United States and the world. The Society is recognized as the leading technical organization in the United States devoted to the advancement and interests of welding, joining, and cutting processes. AWS includes welders, inspectors, and technicians of all levels as well as thousands of students who promise to be its lifeblood of tomorrow.

Athletics

All students who wish to participate in athletics must be in good standing academically in accordance with local standards.

In addition, the student must have passed the required number of courses for the previous semester school year as prescribed by the UIL. A student must also be able to supply on request the date of enrollment in the 8th grade, age, birth date, previous playing experience, and any information about awards or prizes received.

Band and Colorguard

The Tiger Band is a performance-based course open to all students with previous instrumental music experience. Band is a full year course and may be used as credits for graduation as fine arts elective and/or a physical education credit. Membership in the band colorguard is open to any student through competitive audition, regardless of experience. Colorguard is a Fall semester course that counts as fine arts credit and/or physical education credit. All practices and performances are mandatory for all eligible students and will include contests, civic functions, football games, solo/ensemble and concerts.

Business Professionals of America (BPA)

BPA is open to all high school students who are interested in business and/or career and technology; the mission of Business Professionals of America is to contribute to the preparation of a world-class workforce through the advancement of citizenship, academic, and technological skills. The organization's purpose is also to promote leadership and professionalism among students who are interested in entering the business or career and technology world after high school. The organization has the usual officers who hold regular meetings, and dues are necessary for membership. Members participate in a variety of business and computer related competitions (at the area, state and national levels), as well as community and business-centered activities during the year.

Cheerleader and Mascot

Tryout Process/Candidate Eligibility

A student is eligible to try out:

1. Who has accrued during the current school year no more than two ISS referrals (any Alternative School referral, out of school suspension, or ISS referral for disrespect/insubordination, etc disqualifies a student from eligibility).
2. Who has earned an overall grade average of 70 or higher for the last grading period.
3. Who has accrued no more than the equivalent of five unexcused absences (five entire school days, or the equivalent of 40 or more individual class periods).
4. Who has not previously been a cheerleader and/or mascot and quit or been dismissed from the team.
5. Who is currently enrolled as a Floresville Middle School 8th grader, a Floresville High School freshman, sophomore, or junior who has been in attendance at Floresville ISD for at least two of the four quarters prior to try-outs. In the case of a mid-year transfer student, the student must have been in attendance for 1 full quarter; the most recent Progress Report or Report Card will be used for the grade check in the case of transfer students.
6. Who has not accrued seven or more demerits.

Drama Club

Anyone interested in acting or the theater is encouraged to join the Drama Club. You do not have to be in Theater Arts classes to join. The club assists with the UIL One-Act Play, helps decorate for the fall and spring Theatre Production shows, and promotes theatre. Dues are minimal, and there is a fund-raiser to raise funds for future activities.

Family Career and Community Leaders of America (FCCLA)

Established in 1945, FCCLA is one of the largest student organizations in the nation. FCCLA promotes good family life and gives students a variety of leadership opportunities. The organization consists of about 100 members and is open to anyone that is in a Family and Consumer Science class. The club meets as a co-curricular activity during class time about twice a month.

Members can run for the offices of President, Vice-President, Secretary, or Representative to Student Council or the Peanut Festival. The President helps plan meetings and projects and is in charge of officer meetings. Vice-President and Secretaries are elected for each class period to run meetings and keep all members informed about current projects.

FCCLA is involved in community service all year. Projects are chosen according to student interests such as visiting the nursing home, collecting food for the needy or informing students about domestic violence. Students can also choose to compete in STAR Events (Students Taking Action for Recognition) at the regional, state, and national level.

FFA

Those students interested in agriculture, horticulture, leadership development, animal science, agricultural mechanics, or agricultural businesses are encouraged to join the FFA which requires a student to be enrolled in an Agriculture Food and Natural Resource class to be a member. This is a very active club on campus and there are many opportunities for energetic members to participate in various competitions. Students show animals in the County, San Antonio, and Houston. And Fort Worth Stock shows. Student may also participate in equine, horticulture, leadership, and land and grass judging contests. FFA offers such a wide variety of interests everyone is sure to find something to pursue. The customary slate of officers participates in local and state FFA organizational meetings. The National FFA Organization is the largest student leadership organization in the United States.

Jr. Historians

The Floresville High School Jr. Historians' is affiliated with the Texas State Historical Commission and the Wilson County Historical Society and the organization's goal is to promote awareness and appreciation of local, county, and state history; through such activities as oral history interviews, document research, guest speakers, archeological digs; and by assisting the Wilson County Historical Society by giving tours or the Jailhouse Museum. The organization encourages historical interest and preservation. Jr. Historians participate in parades, local historical museum activities, historical presentations, community service, field trips, and video productions.

Link Crew

Link Crew is a freshman transition program designed to increase academic success through the support of peers. It is also a leadership program designed to empower juniors and seniors as role models for freshmen. Link Crew creates a supportive and positive atmosphere on the high school campus. It is open to juniors and seniors who are nominated or apply and qualify through an extensive review including an interview.

National Art Honor Society

The Floresville High School NAHS is affiliated with the National Art Education Association; members must be in art 3, 4, or AP Studio Art, and will focus on community service projects related to visual fine arts.

National Honor Society

The National Honor Society is an organization composed of sophomore, junior, and senior students who meet certain requirements based on scholarship, leadership, character, and service. Members must have attended FHS for at least one semester prior to becoming a member, unless they were a member while enrolled in a previous school. Members may also graduate as Distinguished NHS Graduates by successfully completing at least six (6) Pre-AP, AP or Dual Credit courses (to include at least three (3) AP or Dual Credit courses by graduation).

All new members inducted into NHS must be on the HB 5 Distinguished Level of Achievement Program and must also meet a cumulative weighted scholastic average of 92.00 or above. In addition, each member must complete ten (10) hours of community service per semester.

National Honor Society is the outgrowth of a long-standing academic honor society in Floresville once known as the Beta Club. The National Honor Society is a prestigious organization for those students who demonstrate high standards in academics, behavior, and integrity. Their activities may include a canned food drive for the needy for Thanksgiving, assisting with the Veteran's Day ceremony each November, volunteering at local nursing homes, assisting with the Alternative Center Garden Day and a toy drive for Christmas. In addition, they are involved in several other community service projects and a fund-raiser to support the annual induction ceremony and purchase stoles and tassels for graduating senior members.

Red Cross Club

Students can be trained to become involved in disaster services to include disaster education for your local community and helping through disaster responses. Leadership opportunities, training in CPR/First Aid, baby-sitting, water safety and help lead healthier and safer lives. Help in fund-raising, organizing blood drives and providing international awareness about disasters happening everywhere. It is an opportunity to volunteer with your community and help other young adults with major youth issues and community issues.

SkillsUSA

SkillsUSA is an organization for students who are preparing for careers in trade, technical and skilled service occupations, including health occupations, welding, auto tech, graphic arts and other diversified career areas. FHS students in any career and technical class either present or in the past are eligible to become members of SkillsUSA when paying membership dues. Students will have opportunities to learn and practice professional and leadership skills, community service projects, competitions at the local, state, or national levels, opportunities for scholarships, awards and honors sponsored by the national organization, job contacts and networking opportunities and recognition from peers, teachers and leaders within the community.

Student Council

Student Council is a busy service organization which acts as a liaison between the student body and administration. It has five officers and two representatives from each class (senior, junior, etc.). Every club or organization at FHS elects a representative to the Student Council. They take a very active role on campus with many projects ranging from a teacher appreciation breakfast, energy and environment projects, homecoming activities, and drugs and alcohol awareness. The organization competes at the state level in five areas and is very active in all district and state projects and activities.

Texas Association Of Future Educators (TAFE)

TAFE (Texas Association of Future Educators) offers its members opportunities to learn about the challenges and rewards of the teaching profession. Through numerous activities such as the teaching project and regional and

state conferences, they will be encouraged to cultivate the qualities of personality, character, and leadership which is essential in good teachers.

Tiger's Claw

The Tiger's Claw is the school yearbook, which is prepared by students enrolled in the Commercial Photography class. The staff is appointed by the class instructor. The following staff is usually appointed: Managing Editor and Assistant Editor. Work outside of class time is required. This includes attending sports games/events and school functions/events at least three times each month.

Tigerette Dance Team

The purpose of the Dance team is to:

1. Create school spirit, pride, and loyalty.
 - a. Promote interest in school activities and perform at interschool games.
 - b. Develop responsibility, teach self-respect, encourage honest effort, strive for perfection, and develop character.
 - c. Teach teamwork and pride in a quality performance through maintaining high standards.
2. Tryout Process/Candidate Eligibility.

A student is eligible to try out:

 - a. Who has accrued during the current school year no more than two ISS referrals (any Alternative School referral, out-of-school suspension or any ISS referral for disrespect/insubordination, etc. disqualifies a student from try-out eligibility).
 - b. Who has earned an overall grade average of 70 or higher for the last grading period,
 - c. Who has accrued no more than the equivalent of five unexcused absences (five entire school days or more than 40 individual class periods).
 - d. Who has not previously been a Tigerette and quit or been dismissed from the team.
 - e. Who is currently enrolled as a Floresville Middle School 8th grader, a Floresville High School freshman, sophomore, junior who has been in attendance at Floresville ISD for at least two of the four quarters prior to try-outs. In the case of a mid-year transfer student, the student must have been in attendance for 1 full quarter; the most recent Progress Report or Report Card will be used for the grade check in case of transfer students.
 - f. Who is a current Tigerette who has not accrued seven or more demerits.
 - g. Who is a current Tigerette with a fully paid team balance.

UIL Academics

University Interscholastic League Academics offers opportunities for students to prepare and compete at invitational meets and district, regional, and state contests. Contests are offered in journalism, debate, ready writing, prose and poetry, number sense, current events, computer applications, social studies, computer science, calculator, mathematics, informative and persuasive speaking, spelling, literary criticism, science, and accounting. Attendance at the State UIL Meet opens excellent scholarship opportunities, many of which have been awarded to FHS students.

ENGLISH LANGUAGE LEARNERS

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments.

The STAAR Spanish, as mentioned at *Standardized Testing* on page 63, may be administered to an English language learner. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

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

FEEES

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

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

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

FLOWER DELIVERY

Items of celebrations, such as flowers, candies, etc., will not be delivered to any student by anyone.

FUND-RAISING

Student groups or classes and/or booster groups may be permitted to conduct fund-raising drives for approved school purposes in accordance with administrative regulations. A Student Activity Request form must be completed and given to the administrator in charge of student activities before the event. (For further information, see policies at FJ and GE.)

GANG-FREE ZONES

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

GRADE CLASSIFICATION

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

<u>Credits Earned</u>	<u>Classification</u>
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

GRADING GUIDELINES

In grades 9–12, achievement is reported to parents as:

“A”	90-100
“B”	80-89
“C”	75-79
“D”	70-74
“F”	69 or below

At the end of each nine weeks of school, a report card with grades for each course taken will be sent home to the parents. Report cards envelopes will require a parent/guardian signature by the Friday following the end of each nine-week grading period.

GRADUATION

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

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

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

Testing Requirements for Graduation

Students are required, with limited exceptions, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

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

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 47. State law and rules prohibit a student from graduating solely under the foundation

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of credits Foundation Graduation Program	Number of credits Distinguished Level of Achievement with an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	4
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Electives	5	6
TOTAL	22 credits	26 credits

Additional considerations apply in some course areas, including:

- Mathematics. In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student’s transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- Physical education. A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.
- Language other than English. Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

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

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in 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 includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

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

Available Course Options for all Graduation Programs

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

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

Early Graduation

With credit requirements for graduation, it is rarely possible for a student to graduate in three years. Students who graduate early will follow the graduation plan for the year they entered high school but will be ranked with the graduating class. An application of intent to graduate early must be filed prior to the last day of the student's sophomore year of high school.

Students desiring a plan for early graduation and their parents agree to assume all of the responsibility and costs for all accelerated coursework needed beyond courses offered by FISD during the regular school year, which includes: correspondence courses, dual credit courses, credit by exams, and any approved methods for obtaining credits.

Student and parents desiring a plan for early graduation agree to consult with the student's counselor and develop a written plan for acquiring required credits to graduate early. Student must complete all graduation requirements prior to graduation ceremonies in order to participate including all course credits and state mandated testing requirements.

A student who begins the early graduation process and chooses not to continue or fails to complete all graduation requirements will be removed from the early graduate list, and the student agrees to carry a full load of classes in the succeeding semester.

To be eligible to graduate early, a student must complete all course work and exit-level testing required of the ninth grade class in which he or she begins high school. This means the student must earn a diploma the Foundations Plan with at least one (1) Endorsement.

Certificates of Coursework Completion

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

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal committee, a student with disabilities may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies. Even if the student participates in graduation ceremonies, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. See FMH (LEGAL).

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

Students with disabilities who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on exit-level tests or end-of-course assessments will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Graduation Activities

Graduation activities will include:

- Graduation Practice
- Graduation Ceremony
- Completion of Graduation Contract
- Senior students assigned to DAEP anytime during the last week of school will not be able to participate in the graduation ceremony.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at the ceremony. Only those students who are graduating and who hold one of the following neutral criteria positions of honor shall be eligible to use the limited public forum: student council officers, class officers of the graduating class, and the top two academically ranked graduates will be eligible to give these remarks; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

For student speakers at other school events, see *Student Speakers* on page 64. See FNA (LOCAL).

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year and senior year. See *Fees* on page 44.

Scholarships and Grants

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

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

Transcripts (Academic Achievement Record-AAR)

- According to TEA Guidelines, Leaving A Clear Trail 1.2 (b) Rights of Access to the Academic Achievement Record, "An official AAR provided by the school district may be differentiated from the copy given to the student/guardian. The words "Official Copy" imply that the AAR is transmitted directly from the school to the authorized requesting institution without the possibility of alteration. A transcript copy should be marked or stamped "Official Copy" only at the time of its authorized release to another institution or student-approved recipient, excluding parents/guardians. This stamp or mark is never put on the original file document and is not placed on the copy provided to the student/parent. "

- When requesting a transcript, you must (parent and/or student) fill out a “transcript request” form in the Counselor’s Office indicating whether the transcript is intended for a student approved recipient or for personal use.
- When requesting a transcript, please allow 5 days for processing the request.
- If an official copy of the transcript is required for a scholarship, please provide an envelope addressed to the intended recipient along with all necessary documents needing to be sent. The counseling office will postmark and mail the scholarship application along with an official copy of the transcript. Please turn in to counseling office at least 5 days prior to due date or postmark date.

HARASSMENT

See *Dating Violence, Discrimination, Harassment, and Retaliation* on page 31.

Hazing

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

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

HEALTH RELATED MATTERS

Student Illness

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

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

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

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

Bacterial Meningitis

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

- **What is meningitis?**
Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people fully recover. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.
- **What are the symptoms?**
Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 2 year old) and adults with meningitis commonly have a severe headache, high fever, and neck stiffness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness.
The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- How serious is bacterial meningitis?
If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.
- How is bacterial meningitis spread?
Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).
The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.
- How can bacterial meningitis be prevented?
Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.
There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.
- What should you do if you think you or a friend might have bacterial meningitis?
You should seek prompt medical attention.
- Where can you get more information?
Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

NOTE: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination 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.

Food Allergies

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.fisd.us.

Head Lice

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

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and discuss a plan for treatment with FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment

used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

More information on head lice can be obtained from the TDSHS Web site at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council holds four (4) meetings. Additional information regarding the district's **SHAC** is available from the Donna Lynn. See also policies at BDF and EHAA.

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

Student Wellness Policy/Wellness Plan

Floresville ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact Donna Lynn with questions about the content or implementation of the district's wellness policy and plan.

Physical Fitness Assessment

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 Andrew Rohrs, Athletic Director, to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Other Health-Related Matters

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the principal. [See policies at CO and FFA.]

Tobacco and E-Cigarettes Prohibited

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

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

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Darrell Cowley, the district's designated asbestos coordinator, at (830) 393-5300.

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is

safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Darrell Cowley, the district's IPM coordinator, at (830) 393-5300.

Medical Administration on Field Trips

Parents will be notified that nurses will not be accompanying students on field trips unless the student has a regular one-on-one nurse every day. Medications will be administered by teacher or other designated staff. Parents of medically fragile children may be given the following options:

- Parent may elect to accompany their child on the field trip.
- Parent may elect not to allow their child to attend the field trip.

HOMELESS STUDENTS

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

For more information on services for homeless students, contact the district's homeless education liaison, Ben Reed, at (830) 393-5719.

[See also *Students Who Are Homeless* on page 12.]

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://corequest.dshs.texas.gov>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. 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 member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

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

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

- The administration ordinarily will be present unless the interviewer raises what the administration 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 law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the administration will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The administration will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the administration considers to be a valid objection to notifying the parents. Because the administration does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

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

For further information, see policy FL (LEGAL).

LEAVING CAMPUS

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

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

- For students in high school, a parent or otherwise authorized adult must come to the office and sign the student out. **Parents or other adult must provide identification.** Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the student must sign in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign

in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the signout procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released.

During Lunch

FHS is a closed campus and no students are allowed to leave during lunch without a parent. Parents must follow procedures as stated above.

A parent may bring lunch for their own child, but parent needs to make arrangements for student to pick up, on their way to lunch, from the front office. A parent may not provide food items to any other child, other than their own.

Student Illness During the School Day

If a student becomes ill during the school day, the student shall follow these procedures:

"What to Do"

1. Have the teacher sign a pass to the Nurse.
2. In an emergency, report directly to the clinic without a pass.
3. Make sure you have authorization (Nurse Pass for the day/time seen and time you left the clinic).

"What Not to Do"

1. Students should **NEVER** call parent to pick them up. All students leaving school due to illness or injury must obtain authorization from the Nurse.
2. **Never** use your cell phone to call or text message a parent for pick-up.

Note of Importance

1. All calls for parent pick-up relating to injury/illness need to be made from the Nurse's Office by the Nurse.
2. If a student should come into the office/clinic before being evaluated by the nurse and say "Mom, etc., is already on the way to pick me up, or I've already talked to my Mom" then that student will be sent to the office for not following the FHS procedures and a consequence for this action will be assigned.

The nurse will decide whether or not the student should be sent home and will notify the student's parent.

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.

LUNCH CHARGES

- The district participates in the School Breakfast and National School Lunch Program and offers students nutritionally balanced meals daily.
- The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. For more information, see policy CO(LEGAL).
- Free and reduced-priced breakfast and lunches are available based on financial need. Applications for the program are sent home at the beginning of the school year in the school packet. If your child did not receive one, the applications are available at the Main FISH administrative office, the cafeteria manager's office or the school office. Information about a student's participation is confidential.
- The Free and Reduced Application Processor has 10 (ten) business days to process the applications from the time she receives it on her desk. Please send breakfast and lunch money to cover these first 10 (ten) days of school, so your child does not incur charges to their account.

- Parents may check their child’s balance on line, call the school cafeteria manager, or call the parent line 830-393-5357.
- Parent’s can pay their child’s balance online, or by cash or check to the school cafeteria manager. If paying online it takes 24 to 48 hours to appear on the cafeteria computers. The district does not have the ability to process credit or debit cards over the phone.
- In order to accomodate any special dietary needs due to food allergies or intolerance, a Texas Department of Agriculture form must be completed. This form can be accessed on the district website www.fisd.us.

Charge Policy

1. Each student will be able to charge the following meals including breakfast and lunch according to the following:
Elementary: Paid – \$5.40 Reduced - \$0.80 (equals 2 lunch meals)
Middle/High: Paid - \$8.60, Reduced - \$1.40 (equals 2 breakfast + 2 lunch meals)
2. After reaching the charge limit(s) listed above the student will receive a reimbursable (bonus) meal for (3) days.
3. The manager will call the parent/guardian informing them the student’s meal account has a negative balance and that the student will receive a reimbursable (bonus) meal for (3) days.
4. After the 3rd reimbursable (bonus) meals the student will begin to receive an alternate meal until their account balance has been paid. An alternate meal consists of a cheese sandwich and milk.

(Please note that student will continue to receive an alternate meal until account balance has been paid. In addition, students with a negative balance will not be able to purchase ala carte items.)

5. The parent/guardian will have three options to resolve the negative balance. (1) Send check or cash, (2) go onto myschoolbucks.com or (3) contact the Child Nutrition office to set a repayment schedule for the meal charges.
6. Please note that additional restrictions may apply if account is not paid such as: student not being able to attend field trips, school dances, etc...

Due to the changes in the Federal Laws concerning the Child Nutrition Reauthorization Act, FISD has had to raise the paid lunch price at the Elementary and Secondary levels. Breakfast prices have not been raised.

FISD BOARD APPROVED MENU PRICES FOR THE 2017-2018 School Year

Paid	Breakfast	Lunch	Meals per day	Meals per week
Elementary	Free	\$2.80	\$2.80	\$14.00
Middle and High	\$1.50	\$2.90	\$4.40	\$22.00
Reduced	Breakfast	Lunch	Meals per day	Meals per week
Elementary	Free	\$0.40	\$0.40	\$2.00
Middle and High	\$0.30	\$0.40	\$0.70	\$3.50
Adults	\$2.50	\$3.75	\$6.25	\$31.25

MAKEUP WORK

Makeup Work Because of Absence

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit.” (See also *Attendance for Credit* on page 19.)

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences. For any class missed all work must be made up within three (3) days of the student’s return.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

DAEP Makeup Work

Grades 9–12

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

In-school Suspension (ISS) Makeup Work

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

MEDICINE AT SCHOOL

Medication that must be administered to a student during school hours must be provided by the student's parent. Nurses will no longer accept medication/paperwork brought to school by a student. They will take it and call parent but will not administer. All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

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

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

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- 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.

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

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance 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.

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

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

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

Fever: In an event in which a student has a high temperature of 102.5 degrees or greater, Tylenol as per packet insert directions may be administered with approval from the campus principal, provided that the student does not have a medical contraindication to Tylenol.

Psychotropic Drugs

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

NONTRADITIONAL ACADEMIC PROGRAMS

See *Requirements for a Diploma* on page 45.

Edgenuity Credit Recovery Courses

The FISD CR Program is designed for students who have not successfully earned credit in the traditional classroom setting. Students are given the opportunity to recoup these credits through online classes which cover the content delivered in a face-to-face class. Core classes and a number of electives are delivered through a Web-based instructional program, Edgenuity. Students have the opportunity to proceed at their own pace until they reach the pre-established completion date.

The online courses are monitored by a certified, licensed teacher and are taken during the regularly-scheduled school day. However, the course is available via the Internet seven days a week. Students are encouraged to work at home. On rare occasion, and with administrator approval, a student may be assigned a credit recovery course through a "zero period" and be required to complete all course work outside of the regularly-scheduled school day.

Credit Recovery is offered to students who failed a particular course from a previous semester within the FISD system. The student is then eligible to take the failed semester again through Edgenuity to regain the partial credit.

Students in STAAR EOC tested courses that fail the course and the EOC are NOT permitted to enroll in CR courses through Edgenuity and are required to regain credit in a traditional classroom.

Edgenuity Initial Credit Considerations

It is recommended that students, who are taking a course for the first time, take it in a face-to-face or blended classroom setting. However, for some students who have transferred into our system or have some other extenuating circumstance, taking an online course for initial credit is the best option for the student. The initial credit courses are longer to satisfy the state's seat-time requirement. This decision will be made by a counselor, the principal, and the credit recovery teacher.

PHYSICAL EXAMINATIONS/HEALTH SCREENINGS

A student desiring to participate in the UIL athletic program shall submit a statement from a health care provider authorized under UIL rules indicating that the student has been examined and is physically able to participate in the athletic program. See FFAA (local).

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

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

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

PRAYER

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

PROM

Each year the junior students host the Junior-Senior prom. Juniors and seniors must be current with their dues in order to attend prom. Dues paid are not refundable. The cost of dues vary from year to year and must be paid by the end of the fall semester. Dues paid after the end of first semester will be assessed a late fee.

FHS freshman and sophomore students may be invited as a guest by a FHS junior or senior but must also be current on dues and pay a non-refundable guest fee to attend. Non FHS students, (a high school student at another school district or an out-of school student under the age of 21), may be invited as a guest by a FHS junior or senior student. The Non-FHS student must receive approval from their current school administrator and FHS administration to attend prom plus pay a non-refundable guest fee. More information on the Junior-Senior prom will be announced during the spring semester.

PROMOTION AND RETENTION

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

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

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [Also see *Grade Classification* on page 44.]

Students will also have multiple opportunities to retake EOC assessments. [See *Graduation* on page 44 and *Standardized Testing* on page 63 for more information about EOC assessments.]

REPORT CARDS/PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 9 weeks.

At the end of the first three weeks and six weeks of a grading period, parents will be given a written progress report of their child's performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. See *Working Together* on page 8 for how to schedule a conference.

Teachers follow grading guidelines that have been approved by the principal pursuant to the board adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester,

or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. See policy EIA (LOCAL).

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

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

RETALIATION

See *Dating Violence, Discrimination, Harassment, and Retaliation* on page 31.

SAFETY

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

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

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child. Floresville ISD provides limited excess insurance for all students participating in UIL events. Any injury related to a UIL event must be reported within 30 days to the appropriate campus administrator. The District does not assume any responsibility for payment of medical claims. Parents are encouraged to purchase student insurance offered by the District for any student not participating in UIL events during the school year.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

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

to a security threat. If the campus must close or restrict access to the building because of an emergency, the district will alert the community in the following ways: announcements on major radio and television stations, the Alert Now notifications, as well as postings on the district website (www.fisd.us).

SCHOOL FACILITIES

Use By Students Before and After School

Student supervision at the high school campus will be from 7:20 a.m. until 3:45 p.m. Monday through Friday. 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.

The following area is open to students before school, beginning at 7:20 a.m.

- Cafeteria

Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Conduct Before and After School

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

Use of Hallways During Class Time

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

A pass from one place to another does not give a student permission to loiter in the hall or in the restrooms. Delays en route may serve as basis for a referral for skipping class. When en route to a destination, the student should avoid disrupting other classes.

Closed circuit television systems are used to monitor Floresville School District facilities.

Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. See cafeteria manager to apply for free or reduced price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and

payment of any outstanding balance, the student will receive an alternate meal. The district will make every effort to avoid bringing attention to such a student.

Library

The library is a learning laboratory with books, ebooks, digital databases, computers, scanners, a copier, magazines, and other materials available for classroom assignments, projects, and reading. The regular hours will be from 7:30 a.m. - 4:00 p.m. Monday through Friday. The Librarian encourages parents and students to check the high school library website for daily extended hours and closures.

Students are welcome in the library for study purposes. A copy machine is available for students to use FREE when researching and completing class projects. As

With the copy machine, printing from the computer is free for all research/academic work. Several computers are also available for student use. Students are required to have an "Acceptable Use Agreement" on file before using these computers. Internet usage, word processing, and several research databases are provided.

There will be no food, drink, or gum allowed in the library.

The library will be open before, during, and after school. Students are required to bring a pass from their teacher to the library during class time. Students without proper passes will be sent back to class.

Students may check out two (2) books at a time from the library. After 20 days a book will be considered lost. Any book lost, stolen, or damaged must be paid for by the student who checked it out. The price charged will be the amount needed for replacement. Lost books that have been paid for and are found will result in a refund of the cost of the book.

SCHOOL TRIPS

Field trips, when scheduled during all or a part of a school day, are arranged by individual classroom teachers and should be subject specific and educational in nature. Students must be passing all subjects in the last official grade reporting period (nine weeks or progress period) in order to miss other classes to attend a field trip.

Floresville High School students will participate in many school-sponsored trips. Students should be aware that they are representing their school, home, and community. The community and the school will be judged according to the behavior displayed by the students on school trips.

When traveling out of town or out of Floresville for a school-sponsored activity, the local law enforcement agency will be contacted if a student violates the Texas Penal Code. In this situation, the law enforcement agency associated with the town being visited will be contacted instead of the FISD Police.

SEARCHES

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

Students' Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others. Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.

Telecommunications/Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. (See policy CQ for more information.)

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

(See policy FNF(LEGAL) for more information.)

Vehicles on Campus

Vehicles parked on district property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

The only designated student parking areas on campus are the North Campus Gym and in front of the Tigers Den. Students will park in assigned/designated area(s) only and should refrain from parking in any area(s), which are not FISSD property. Although the school bears no responsibility for non-FISSD property, it is highly recommended that students avoid parking on property adjacent to the school which is posted as "no parking" or "no trespassing" or risk civil liability as a result. **Entry to the student parking lot is from the Hwy. 97 entrance only. Entry to the Tigers Den lot is from the "A" Street entrance only.**

Students who drive to school must obtain a parking permit from the front office. If a student has access to more than one vehicle and will occasionally alternate the vehicle driven to school, all such vehicles must be registered with the front office even though the student will be required to obtain only one parking permit.

Students who drive to school and do not park in the designated student parking lots or commit a moving violation will receive one warning for the first offense. There after, the student will be issued a disciplinary consequence, which may include revoking driving privileges to school and parking on school property.

Students are not allowed to loiter in their vehicles once on campus. Students need to leave the parking lots after they have safely parked and locked their vehicles. Students are not allowed to return to their vehicles during the school day without permission from an administrator.

We expect students to adhere to all driving rules on our parking lots as if you would anywhere else.

Students who drive to school and who work on the High School, Middle School, or Elementary campus through their participation in the COOP program or similar school based programs may be granted permission to park at the campus to which they are assigned during the hours of their employment. An FHS administrator will consider each situation on a case by case basis before granting COOP student permission to park anywhere.

NOTE: At no time are students to be transported in the cargo bed of pickup trucks while the vehicle(s) is being operated on FISSD property. The number of students riding in any vehicle on FISSD property is limited to the number of seat belts in the vehicle.

Trained Dogs

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

STUDENT PARKING DURING AN OUT OF DISTRICT TRIP

If a trip departure and/or return time is scheduled within the normal school day (8:00 a.m. to 3:30 p.m., Monday-Friday) all students attending the trip who also drove a vehicle that day must park in the student parking lot.

For all other trips, coaches/sponsors will coordinate with administration and supervise parking location for students.

SENIOR CLASS TRIP

Students, who have satisfied all criteria such as dues, attendance, passing grades and the like, may participate. Even if dues are paid, students who owe attendance hours, or not passing classes, or not near completion of online courses will not be eligible to sign up and participate. Any dues paid will not be refunded. The principal or designee will approve all arrangements of the Senior Trip.

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the counseling department.

STANDARDIZED TESTING

End-of-Course (EOC) Assessments

STAAR, end-of-course (EOC) assessments will be administered for the following courses:

- Algebra I
- English I, English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation.

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

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

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

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Plan Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT and more information can be obtained on these assessments from the school counselor.

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

The ACT or SAT may be available at no cost to students. In addition, students in grades 8 and 10 may have the opportunity to take the corresponding preparation assessments at no charge. Please check with the counselor for details.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before

a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STERIODS

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

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at <http://www.uiltexas.org/health/steroid-information>.

STUDENT CODE OF CONDUCT

The *Student Code of Conduct* is available on the High School web page or at the High School Campus Office.

STUDENTS IN FOSTER CARE

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

Please contact Ben Reed, Fisd Social Worker, who has been designated as the district's foster care liaison for children in the conservatorship of the state, at 830-393-5300 with any questions.

[See also *Students in the Conservatorship of the State* on page 12 for more information.]

STUDENT PROPERTY LOSS

Students should report to the teacher and the administration the loss of, or damage to, any personal property immediately after such an occurrence. Precautions should always be taken to avoid such incidents, especially in physical education or shop classes.

Students should refrain from bringing large sums of money or other valuable items to school. In the unusual event that such items are necessary, students should ask teachers to provide means to secure the valuables. (Note: teachers are not obligated to assume responsibility for student property. Responsibility for personal property begins and ends with good judgment on the part of the students.)

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events: football games; opening announcements and greetings for the school day; student organizations banquets; and any other event by the campus principal with approval from the District Superintendent. Students are eligible to introduce these events if they are a Junior or Senior and hold one of the following positions of honor based on neutral criteria: student council officers; Senior class officers; captain of the football team; and officers of any school sponsored organization.

A student who is eligible and wishes to introduce one of the school events listed above should submit his or her name to the Student Council Sponsor during an announced period of time not less than three (3) days. The names of all students who volunteered will be randomly drawn and matched to the event for which the student will give the introduction. If the selected student speaker declines or becomes ineligible, then no student introduction will be made at that event. The selection of students to introduce school events will occur at the beginning of each semester.

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events. See FNA (LOCAL).

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

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

SUICIDE AWARENESS AND MENTAL HEALTH SUPPORT

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following Web site or contact the school counselor for more information related to suicide prevention:

<http://www.texassuicideprevention.org/>

SUMMER SCHOOL

A FHS Summer School Program is offered to currently enrolled Floresville students on a recapture basis or courses they have previously failed. A limited number of core courses will be offered in FHS Summer School depending on the availability of teachers and course demand. The courses and cost will vary from year to year.

The FHS summer session begins in June. All students attending summer school should check with the high school counselor before registering. FHS will accept credits from any Texas Education Agency accredited school, upon proof of completion of credit. Students attending a summer school other than Floresville must obtain counselors' permission prior to registration or may result in credit not being awarded as high school credit.

FHS students can obtain summer school information in the counseling office in the Spring when it becomes available. Registration may be limited and will be on a first come basis.

TARDIES

Student(s) are to be in their assigned class and ready to work when the final bell sounds or otherwise receive a tardy. Students who are tardy will be sent to the office to receive a tardy slip.

Students more than 10 minutes late to a class without an acceptable pass will be given a discipline referral for excessive tardiness which will result in ISS. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

TELEPHONES

The telephones in the high school are business phones and are restricted to that use. However, in the event of an emergency, students will be allowed to report to the principal's office and request the use of a phone in that office.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

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

TRANSCRIPTS (Academic Achievement Record-AAR)

According to TEA Guidelines, Leaving A Clear Trail 1.2 (b) Rights of Access to the Academic Achievement Record, "An official AAR provided by the school district may be differentiated from the copy given to the student/guardian. The words "Official Copy" imply that the AAR is transmitted directly from the school to the authorized requesting institution without the possibility of alteration. A transcript copy should be marked or stamped "Official Copy" only at the time of its authorized release to another institution or student-approved recipient, excluding parents/

guardians. This stamp or mark is never put on the original file document and is not placed on the copy provided to the student/parent. “

When requesting a transcript, you must (parent and/or student) fill out a “transcript request” form in the Counselor’s Office indicating whether the transcript is intended for a student approved recipient or for personal use.

When requesting a transcript, please allow 5 days for processing the request.

If an official copy of the transcript is required for a scholarship, please provide an envelope addressed to the intended recipient along with all necessary documents needing to be sent. The counseling office will postmark and mail the scholarship application along with an official copy of the transcript. Please turn in to counseling office at least 5 days prior to due date or postmark date.

TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The Floresville Independent School District will provide bus transportation for eligible FISD students. In order to provide adequate room on our buses for regular bus riders, we cannot allow non-bus students to ride home with bus students. All articles brought on the bus (such as band instruments) must be kept in the possession of the owner at all times. Every effort will be made to accommodate the items; however, those that are too large or pose a threat to safety may be denied for transport. **Nothing will be placed into the aisle.**

Also, according to FISD policy, parents are not allowed to ride the bus to or from field trips or other events unless they have been designated by the school as an “official sponsor” for the trip. There will be no exceptions or changes made from either the Transportation Department or any FISD school campus. If you have additional questions or concerns please call the Transportation Department at 393-5335.

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

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

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

VANDALISM

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

VIDEO CAMERAS

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

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

Upon written request of 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, state law requires the district to place video and

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

VISITORS TO THE SCHOOL

General Visitors

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

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. However, parents wishing to conference with a teacher should make an appointment with the teacher through the office secretary for a conference during the teacher's conference period. Teachers cannot take away from their students to visit with parents during class.

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

Students are not allowed to bring visitors to school to accompany them to class or at lunch.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

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

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

Business, Civic, and Youth Groups

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

WITHDRAWING FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent. The parent may notify the school of the withdrawal but must come in person to sign all paperwork. The parent may obtain a withdrawal form from the principal's office.

The reason for withdrawal should include the name and address of another school to be attended.

All textbooks and borrowed material (uniforms, etc.) must be turned in at the time of withdrawal and all fines/fees (fundraisers, library fines, cafeteria charges, etc.) must be paid.

The District forwards a student's records on request to a school in which a student seeks or intends to enroll without the necessity of the parent's permission.

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

GLOSSARY

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

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

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

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

Attendance Review Committee is responsible for reviewing a student's absences when the student's attendance drops below 90% of the days or in some cases 75% 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 final grade lost because of absences.

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

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

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

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

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

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

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

NCLB Act is the federal No Child Left Behind Act of 2001.

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

PSAT is the preparatory and readiness assessment for the SAT.

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

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

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

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

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

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

APPENDIX I:

Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.fisd.us. Below is the text of FISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

Adopted on March 22, 2012:

BULLYING PROHIBITED

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

DEFINITION

2. Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:
 1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
 2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
 1. This conduct is considered bullying if it:
 3. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
 4. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

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

RETALIATION

2. 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

3. 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

4. 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

5. 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

6. To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has

experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

EMPLOYEE REPORT

7. 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

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

PROHIBITED CONDUCT

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

INVESTIGATION OF REPORT

10. 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

11. 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.
12. 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

13. 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

14. 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.

DISCIPLINE

15. 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.
16. 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

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

- TRANSFERS
18. The principal or designee shall refer to FDB for transfer provisions.
- COUNSELING
19. 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
20. 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
21. 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
22. A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
- RECORDS RETENTION
23. Retention of records shall be in accordance with CPC(LOCAL).
- ACCESS TO POLICY AND PROCEDURES
24. This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

APPENDIX II: Floresville Independent School District Parental Involvement Policy 2017-2018

VISION STATEMENT

Preparing you for a prosperous life.
Character – Knowledge – Confidence

MISSION STATEMENT

FISD is committed to developing 21st century graduates who are life-long learners that are purposeful, innovative, collaborative, and possess character traits that lead to success.

BOARD GOALS

- Make decisions that are the best for all students
- Provide an innovative learning environment that is safe and secure
- Ensure annual academic and personal growth for each student
- Attract, develop and retain highly qualified employees
- Be good stewards of public funds

CORE BELIEFS

- We believe that each individual is unique.
- We believe character values are the building blocks of a prosperous life.
- We believe in a strong work ethic.
- We believe mutual respect is the foundation for a safe and nurturing environment.
- We believe that helping one another strengthens our community.
- We believe education is a shared responsibility throughout the community.
- We believe effective communication is vital to success.
- We believe that life-long learning cultivates personal growth.
- We believe that everyone deserves access to a quality education.
- We believe that in failure there is opportunity for growth.

FISD will involve parents in the joint development of the of its district wide parental involvement plan under section 1112 of the ESEA, including the parental involvement policy and the process of school review and improvement under section 1116 of the ESEA:

- All school districts receiving Title I, Part A funds are required under Section 1118(a) (2) of the No Child Left Behind Act (NCLB) to develop a written parent involvement policy for the district that establishes the district's expectations and specifically describes how the district will meet the required components of the policy.
- The District Educational Improvement Committee (DEIC), comprised of FISD employees, parents of students enrolled in the district, business representatives and community members, met on February 15, 2017 and May 24, 2017 to evaluate, review and edit the FISD Parental Involvement Policy.
- This policy was accepted by the Floresville Independent School District on August 21, 2017. The school district will post this document on the district's website making it available to all parents of the participating Title 1, Part A children.
- Individual Campus Parental Involvement Policies have been developed and are available on each campus' website and handbook.

FISD will conduct with parents an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served under this part, including:

- **The identification barriers to greater participation** by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
 - 1) FISD will communicate with parents to the extent feasible in English, Spanish and/or home language.
 - 2) FISD will provide translators as needed.
 - 3) District meetings will be planned at convenient times and locations to accommodate all stakeholders.
- **The use of evaluation findings** to design strategies for more effective parent involvement.
 - 1) Administration will conduct a Title I survey for the annual evaluation of the Title I Program. The findings will be used to design strategies for more effective parent involvement and for improvement of the instructional program.
- **The revision of the parent involvement policy/procedures** as necessary.
 - 1) The FISD Parental Involvement Policy will be reviewed annually by the DEIC sub-committee in the spring.
 - 2) Once the sub-committee has reviewed and revised the policy, it will be presented to the DEIC for approval.
 - 3) Each Campus will review and update their own Campus Parental Involvement Policy.

FISD will provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

- Administration will hold annual meetings with Title I principals to review Title I requirements.
- Administration will provide Title I principals with binders to organize required documentation.
- The district social worker will educate community members, teachers, FISD employees, principals and other staff members, with the assistance of parents, in the value and utility of the contributions of parents.
- FISD will allocate Local and Title I funds for Parental Involvement.

FISD will build the schools' and parents' capacity for strong parental involvement.

- The district social worker will provide materials and training to help parents work with their children.
 - 1) Will provide parent brochures in English and Spanish.
 - 2) Will provide use of Family Resource Center (includes computer usage, phone access).
 - 3) Will organize annual Family Nights at Title I campuses.
 - 4) Will supervise Monthly Parent Advisory Leadership Classes and Meetings.

FISD will coordinate and integrate parental involvement strategies with parental involvement strategies under other programs such as the Head Start program, etc.

- FISD Administration will coordinate monthly meeting with Head Start.

FISD will involve parents in the activities of the schools served under Title I.

- Parents will be informed of FISD activities in the local newspaper, district website, flyers sent home, and through social media.
- Parents will be invited and encouraged to attend the DEIC, School Health Advisory Council, and other district level meetings.
- Parents will be recruited to serve as partners in the Social Work Services and Title I Campuses.
- A Parent Back-to-School Survey will be administered by the district social worker during the Back-to-School Supplies and Resource Fair at the start of the school year (to determine parent and student needs).
- The district social worker will organize and supervise school supply, food and toy drives annually.
- PTA, Parent Volunteers and Watch D.O.G.S. will serve as an active organization for parent participation at the Title I campuses.

APPENDIX III: Standard Response Protocol



STANDARD™ RESPONSE PROTOCOL

STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at <http://iloveguys.org>

LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students

