

# Texas School for the Deaf



## Student and Parent Handbook and Student Code of Conduct 2009 - 2010



**Texas School for the Deaf**  
**Student and Parent Handbook**  
**2009-2010**

## Mission

Our mission is to ensure that deaf students achieve personal excellence in an environment where they are able to LEARN, GROW, and BELONG. We believe in providing an exemplary education and student life program that fosters learning in a visually accessible, safe and positive environment. We also strive to improve the lives of deaf students and families in Texas by providing a complete array of outreach services.

## Vision

The Texas School for the Deaf is recognized as a local state and national leader in the field of Deaf Education.

## Beliefs

We believe that...

- Education is a responsibility shared by the students, home, school and community.
- All students achieve their maximum potential in a school that recognizes, values, and accommodates their unique abilities and interests.
- Treating people with dignity and respect is essential to a healthy and productive environment.
- The development of the whole person socially, physically, intellectually and emotionally is imperative to success.
- Involving people in decisions that impact their lives promotes ownership, commitment, action, a sense of value and pride.
- A full signing environment enhances the quality of life for the students, families and the TSD Community.
- Deaf students flourish when educated in a language-rich environment designed to meet their communication, language, and education needs.
- A rigorous, standards-based curriculum and specialized programs are the foundations for success in literacy, career/work, and life skills.
- Competence in technology is critical for equal access to communication and information.
- Highly qualified staff motivate and empower students to reach their maximum potential.
- Exposure to and experience with Deaf Culture enrich the lives of students and their families.

## Traditions

<b>Motto</b>	<b>LEARN. GROW. BELONG.</b>
<b>Colors</b>	<b>Blue and White</b>
<b>Mascot</b>	<b>Ranger</b>
<b>Song</b>	<b>TSD, we love your name, with honor and love that will always remain. For honor and duty and learning you stand. The best school in the land! Wherever we may roam, We will bring honor to our home. Faithful to the white and blue, TSD, we love you!</b>

## Governing Board

<b>Walt Camenisch</b>	<b>President</b>
<b>Connie Sefcik Kennedy</b>	<b>Vice President</b>
<b>Sha Cowan</b>	<b>Secretary</b>
<b>Jean Andrews</b>	<b>Member</b>
<b>Beatrice Burke</b>	<b>Member</b>
<b>Eric Hogue</b>	<b>Member</b>
<b>Susan Ridley</b>	<b>Member</b>
<b>Angie Wolf</b>	<b>Member</b>

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## Preface

To Students and Parents:

Welcome to school year 2009-2010! 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 Texas School for the Deaf Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into three sections:

Section I—REQUIRED NOTICES AND INFORMATION FOR PARENTS—with notices that the school must provide to all parents, as well as other 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; and

Section II—INFORMATION FOR STUDENTS AND PARENTS - organized alphabetically by topic for quick access when searching for information on a specific issue.

Section III—RESIDENTIAL SERVICES—describing residential operations.

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

At TSD, we have five instructional departments: Special Needs, Early Childhood Education (ECE)/ Elementary, Middle School, High School, and Career & Technology Education (CTE). In this handbook, references to High School include Career & Technology Education.

Both students and parents should become familiar with the Texas School for the Deaf Student Code of Conduct, which is a document that is adopted by the TSD Governing Board and intended to promote school safety and an atmosphere for learning. As determined by the each student’s Admission, Review and Dismissal (ARD) committee, some students may not follow the Student Code of Conduct.

The Student Code of Conduct may be found as an attachment to this handbook and is also available in each Principal’s office.

The Student Handbook is designed to be in harmony with Board policy and the Student Code of Conduct. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year.

In case of conflict between Board policy or the Student Code of Conduct and any provisions in the Student Handbook, the current provisions of Board policy or the Student Code of Conduct are to be followed.

After reading through the entire Student Handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in the Student Handbook, please contact a teacher, the counselor, or the Principal.

Also, please complete and return to the Admissions/Records Department the following required forms:

1. Parental Acknowledgment Form;
2. Student Directory Information Form; and
3. Release of Information to Military Recruiters and Institutions of Higher Learning Forms.

## Important Names and Phone Numbers by Department

**Administration**

Claire Bugen	Superintendent	512-462-5301
Gloria Seidlin-Bernstein	Director of Student Support Services	512-462-5201
Russell West	Director of Residential Services	512-462-5601
Gary Bego	Director of Business and Operations	512-462-5351
Avonne Brooker-Rutowski	Director of Instruction	512-462-5781

**Early Childhood Education and Elementary**

Stella Egbert	Interim Principal	512-462-5231
Hollie Richmer	Attendance Office	512-462-5464
Christie Jones	Audiologist	512-462-5215
Dr. Laura Hamilton	Psychologist	512-462-5631
Linda Rees	Behavior Support Coordinator	512-462-5590
Trish Grooms	Counselor	512-462-5221
Nurse	Health Center	512-462-5717
Mary Stribling	Social Worker	512-462-5216
Belinda Aldape	Residential Secretary	512-462-5674
Roger Ross	Residential Supervisor - Elem/MS	512-462-5673
Althea Adams	Residential Specialist - MS Girls	512-462-5668
Clara Bradford	Residential Specialist - Elementary	512-462-5696
Robin Butter	Homegoing Travel Cord. Elem/SND	512-462-5629/5660
Elementary Girls' Dorm		512-462-5621
Elementary Boys' Dorm		512-462-5622

**Special Needs Department**

Jan Reed-Anderson	Principal	512-462-5251
Robert Solis	Assistant Principal	512-462-5265
Hollie Richmer	Attendance Office	512-462-5464
Christie Jones	Audiologist	512-462-5215
Dr. Laura Hamilton	Psychologist	512-462-5631
Tina Bateman	Behavior Support Coordinator	512-462-5261
Don Roberts	Counselor	512-462-5224
Nicole Daneke	Social Worker	512-462-5529
Nurse	Health Center	512-462-5717
Belinda Aldape	Residential Secretary	512-562-5601
Gayle Stephens	Residential Supervisor	512-462-5672
Alfred Manor	Residential Specialist - SN Boys	512-462-5675
Sadrah Black	Residential Specialist - SN Girls	512-462-5670
Robin Butter	Homegoing Travel Cord. Elem/SND	512-462-5660/5629
SN Girls' Dorm		512-462-5624
SN Boys' HS Dorm Wing		512-462-5626
SN Boys' Elem. Dorm Wing		512-462-5625
SN Boys' MS Dorm Wing		512-462-5625/5626
SN Boys' Pre-ILP Dorm Wing		512-462-5676

**Middle School**

Terry Robbins	Principal	512-462-5491
Hollie Richmer	Attendance	512-462-5464
Kristin Koenig-Knifton	Audiologist	512-462-5418
Dr. Laura Hamilton	Psychologist	512-462-5631
Linda Rees	Behavior Support Coordinator	512-462-5590
Elena Furmansky	Counselor	512-462-5487
Nicole Daneke	Social Worker	512-462-5529
Nurse	Health Center	512-462-5686
Belinda Aldape	Residential Secretary	512-462-5601
Mary Beth Cannefax	Residential Secretary	512-462-5607
Roger Ross	Residential Supervisor Elem/MS	512-462-5673
Steven Moreland	Residential Specialist, MS Boys	512-462-5665
Althea Adams	Residential Specialist, MS Girls	512-462-5668
David Skinner	Homegoing Coordinator MS/HS	512-462-5602
Middle School Boys' Dorm		512-462-5664
Middle School Girls' Dorm		512-462-5667
Middle School Girls' Dorm		512-462-5669

**High School and Career Technology Education**

Susan Sien	Principal, CTE	512-462-5471
John Serrano	Principal	512-462-5461
Karl Hummel	Assistant Principal	512-462-5461
Hollie Richmer	Attendance Office	512-462-5464
Kristin Koenig-Knifton	Audiologist	512-462-5418
Dr. Laura Hamilton	Psychologist	512-462-5631
Linda Rees	Behavior Support Coordinator	512-462-5590
Kyra Butler	Counselor	512-462-5591
Rachel Harris	Counselor	512-462-5201
Erin Moran	Counselor	512-462-5201
Cindy Szewczyk	Counselor	512-462-5465
Karen Henry	Career Counselor	512-462-5469
Nurse	Health Center	512-462-5686
Mary Stribling	Social Worker	512-462-5216
Belinda Aldape	Administrative Assistant	512-462-5601
Mary Beth Cannefax	Residential Secretary	512-462-5607
Mark Johnston	Supervisor of Residential Program	512-462-5603
Cindy Norris	Residential Specialist Senior Cottage	512-462-5610
Belinda Inman-Johnson	Residential Specialist Girls	512-462-5558
Michael Swoboda	Residential Specialist Boys	512-462-5677
David Skinner	Homegoing Coordinator MS/HS	512-462-5602
Cottage 564	Senior Girls	512-462-5678
Cottage 565	Senior Boys	512-462-5597
Cottage 566	Homegoing/ Ranger Center	512-462-5623
Koen Hall - 1 <sup>st</sup> Long Wing	9 <sup>th</sup> Grade Girls	512-462-5611
Koen Hall - 1 <sup>st</sup> Short Wing	GP Girls	512-462-5293
Koen Hall - 2nd Long Wing	10 <sup>th</sup> Grade Girls	512-462-5613
Koen Hall - 2nd Short Wing	11 <sup>th</sup> - 12 <sup>th</sup> Grade Girls	512-462-5614
Lewis Hall - 1st Long Wing	9 <sup>th</sup> Grade Boys	512-462-5616
Lewis Hall - 1 <sup>st</sup> Short Wing	GP I Boys	512-462-5617
Lewis Hall - 2nd Long Wing	10 <sup>th</sup> Grade Boys	512-462-5618
Lewis Hall - 2nd Short Wing	11 <sup>th</sup> - 12 <sup>th</sup> Grade Boys	512-462-5619
Lewis Hall - 2nd Short Wing	GP II Boys	512-462-5573

**18 + Program**

Susan Greene	Career and Transition Coordinator	512-462-5604
Wilmonda McDevitt	Supervisor of Residential Programs	866-950-9645 (VP)
David Suddath	Residential Specialist	TBA
Hollie Richmer	Attendance Office	512-462-5464
Kristin Koenig-Knifton	Audiologist	512-462-5418
Nurse	Health Center	512-462-5686
Mary Stribling	Social Worker	512-462-5216
Dr. Laura Hamilton	Psychologist	512-462-5631
Linda Rees	Behavior Support Coordinator	512-462-5590
Kyra Butler	Counselor	512-462-5591
Apartment 44 A		512-410-1139 (VP/VRS)
Apartment 44 B		TBA
Apartment 45 A		512-410-1087 (VP/VRS)
Apartment 45 B		512-410-1164 (VP/VRS)

**More Important Phone Numbers**

Email addresses for most staff/faculty	Firstname.lastname@tsd.state.tx.us
Admissions	512-462-5412
Admissions/Records FAX	512-462-5424
Athletics	512-462-5681
Athletics FAX	512-462-5699
Business Office	512-462-5351
Business Office FAX	512-462-5359
Cashier	512-462-5368
Career Technology Education FAX	512-462-5532
Deaf Smith Center	512-462-5580
Director of Instruction FAX	512-462-5620
Director of Student Support Services FAX	512-462-5620
Elementary FAX	512-462-5203
High School FAX	512-462-5559
Outcomes Specialist	512-462-5587
Records/Registrar	512-462-5426
Relay Texas TTY	800-735-2989 or 711
Relay Texas Voice	800-735-2988 or 711
Residential Services FAX	512-462-5620
Security	512-462-5388
Special Needs FAX	512-462-5203
Student Health Services FAX	512-462-5534
Superintendent FAX	512-462-5313
Transportation	512-462-5391

**Student Health Services**

Katy Roper RN	Coordinator of Student Health Services	512-462-5686
Diane Rankin RN	Nursing Supervisor, MS & HSI	512-462-5686
Angela Young RN	Nursing Supervisor, Elementary & SND	512-462-5717
Nurses Station Middle & High School		512-462-5686
Nurses Station Elementary & SND		512-462-5717

**Athletic Department**

Chris Hamilton	Athletic Director	512-462- 5680 (VP)
Jesse Bailey	Athletic Specialist	512-462- 5705 (VP)
Billie Ketter	Athletic Trainer	512-462- 5291
Terri Levine	Secretary	512-462- 5681
Shannon Simon	Pool Facility Manager	512-462- 5357 (VP)

## Section I

### Required Notices and Information For Parents

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

#### Statement of Nondiscrimination

In its efforts to promote nondiscrimination, TSD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

**Title IX Coordinator, for concerns regarding discrimination on the basis of gender:** Gloria Seidlin-Bernstein, Director of Student Support Services, [gloria.seidlin.bernstein@tsd.state.tx.us](mailto:gloria.seidlin.bernstein@tsd.state.tx.us), 512-462-5201.

**Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:** Gloria Seidlin-Bernstein, Director of Student Support Services, [gloria.seidlin.bernstein@tsd.state.tx.us](mailto:gloria.seidlin.bernstein@tsd.state.tx.us), 512-462-5201.

**All other concerns regarding discrimination:** Claire Bugen, Superintendent, [claire.bugen@tsd.state.tx.us](mailto:claire.bugen@tsd.state.tx.us), 512-462-5300.

#### Parental Involvement

##### Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and strong partnership between home and school.

##### Parent School Compact

A written parent-school compact will be distributed at the start of each school year by your child's principal.

##### Parental Involvement Policy

You will receive a copy of TSD's Parental Involvement policy at the start of each school year.

##### Parent Advisory Council (PAC)

The District Advisory Committee (DAC) serves as TSD's PAC. Parents on the DAC ensure that programs and parent involvement activities are carried out including how Title I Part A programs and ongoing, professional development enable all children in the school to meet the state's student academic achievement standards.

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 School.
- 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, if your child is entering ninth grade.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or Principal, please email or call the school office of your child's Principal (phone numbers found on page vii) for an appointment.
- Becoming a school volunteer. [For further information, contact your child's Principal.]
- Participating in TSD's Parent Teacher Association (PTA) and Booster Club.
- Serving as a parent representative on the District Advisory Committee or Site Based Team assisting in the development of educational goals and plans to improve student achievement. For further information, contact the Superintendent or Principal's office.

- Serving on the School Health Advisory Council, assisting the School in ensuring local community values are reflected in health education instruction. [See School Health Advisory Council on page 18.]
- Attending Board meetings to learn more about School operations.

## Parental Rights

### Obtaining Information and Protecting Student Rights

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

- Political affiliations or beliefs of the student or the student’s parent.
- Mental 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.

### “Opting Out” of Surveys and Activities

As a parent, you also 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.
- 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.

### Inspecting Surveys

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

### Parents Right to Know Teacher and Paraprofessional Qualifications

Parents will be provided notice if your child has been assigned or taught for more than four weeks by a teacher who is not highly qualified.

You may request information regarding the professional qualifications of your child’s teachers, including whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and 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.

### School Improvement and Supplemental Services

Schools identified as needing “school improvement” for two consecutive years must notify parents of all enrolled students of any corrective action taken, school choice options and supplemental educational services and options.

### Reviewing 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.

[Also see Removing a Student from Human Sexuality Instruction on page \_\_\_\_ for additional information.]

### **Displaying a Student's Artwork and Projects**

The School will seek parental consent before displaying your students' artwork, special projects, photographs taken by students, and the like on the School's website, in printed material, by video, or by any other method of mass communication.

### **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 counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

### **Granting Permission to Video or Audio Record a Student**

As a parent you may grant or deny any written request from the School to make a videotape or voice recording of your child. State law, however, permits the school to make a videotape 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 cocurricular or extracurricular activity; or
- When it relates to media coverage of the school.

### **Granting Permission to Receive Parenting and Paternity Awareness Instruction**

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the School's parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the Texas State Board of Education, may be incorporated into the School's health education classes.

### **Removing a Student Temporarily from the Classroom**

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

### **Removing a Student from Human Sexuality Instruction**

As a part of the school'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.

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

A description of the School's curriculum for human sexuality instruction is described below:

#### Elementary

**Puberty: The Wonder Years** is a puberty education designed for the upper elementary student, specifically in grades 3, 4, and 5. The curriculum consists of lessons organized into 3 clusters, called tiers. Students in each grade are instructed on one tier each year during the course of the three consecutive grades as follows:

##### Tier One - I Wonder How Things Work

Students will communicate with parents and other trusted adults about growing up.

Students will explain how animal and human life begins.

Students will describe the natural changes that occur during puberty.

Students will identify the role of families in nurturing children.

Students will advocate for respectful treatment of peers.

##### Tier Two - I Wonder What Is Happening to Me

Students will communicate with parents and other trusted adults about puberty and postponing parenthood.

Students will review the natural changes that occur during puberty.

Students will explain the anatomy and functions of the male and female reproductive systems.

Students will recognize the importance of safeguarding the health of their reproductive system.

Students will develop their media literacy skills for analyzing sexual messages.

##### Tier Three: I Wonder What Happens Next

Students will communicate with parents and other trusted adults about puberty, relationships, and their expectations.

Students will describe the development of the human fetus from conception through birth.

Students will examine the influence of genetics, environment, and lifestyle on health.

Students will choose positive lifestyles to ensure their future reproductive health.

Students will review the physical, social, and emotional changes of puberty.

Students will argue the benefits of delaying sexual intercourse and parenthood until adulthood and marriage.

Students will improve communication and refusal skills to form respectful peer relationships.

#### Middle School and High School

##### **Worth the Wait and Big Decisions Sex Education Curricula**

Middle school and high school students are taught human sexuality through the *Worth the Wait and Big Decisions* curricula. Combined, these two curricula provide a comprehensive approach (also known as abstinence-plus) to sex education. The intent of the *Worth the Wait and Big Decisions* is to be truly "Abstinence-Plus": to be successful in helping young people to postpone sexual involvement, while at the same time, giving them the core knowledge that they need to reduce their risks when they do become sexually active. Lessons include:

Teens' Emotional Needs and Positive Personal Character Traits

Puberty/Anatomy

Sexually Transmitted Diseases

Contraception: Preventing Pregnancy

Why Do Some Teens Have Sex

Sexual Offenses

Body Language, Attire, and Emotional Needs

Risky Behaviors

Refusal Skills

Goal and Dreams: My Decisions

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the



development of curriculum used for this purpose by becoming a member of the School's SHAC. Please see the department principal for additional information.

#### **Excusing a Student from 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.

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

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 School 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.

#### **Requesting Notices of Certain Student Misconduct**

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

#### **Requesting Transfers for Your Child**

As a parent, you have a right to request the transfer of your child to another classroom if your child has been determined by the Director of Student Support Services or designee to have been a victim of bullying as the term is defined by Education Code 25.0341.

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

#### **Requesting Classroom Assignment for 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 14<sup>th</sup> day after the enrollment of your children.

## **OTHER IMPORTANT INFORMATION FOR PARENTS**

Accommodations for Children of Military Families

- 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 related to leave or deployment activities may be excused by the School.

#### **Services for Title I Participants**

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Claire Bugen, Superintendent, and may be contacted at 512-462-5300.

#### **Student Records**

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the School must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The 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 or is emancipated by a court, 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.
- TSD school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and

principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the School has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "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; or investigating or evaluating programs.

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

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

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 School 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: 1102 S. Congress, Austin, TX 78704

A parent (or eligible student) may inspect the student's records and request a correction 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 superintendent. 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 School 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 is handled through the general complaint process defined by policy FNG. A grade issued by a classroom teacher can be changed only if, as determined by the TSD Governing Board, the grade is arbitrary, erroneous, or inconsistent with the School's grading policy.

The School's policy regarding student records is available from the Director of Student Support Services or Superintendent's office. 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.

Please note:

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

Family Policy Compliance Office

U. S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5901

#### **Directory Information**

The law permits TSD to designate certain personal information about students as "directory information." This "directory information" will be released to anyone who follows procedures for requesting it.

However, release of a student's directory information may be prevented by the parent or an eligible student. 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 or by September 18, 2009.

### Directory Information for School-Sponsored Purposes

TSD often needs to use student information for the following school-sponsored purposes: student recognition activities, yearbook or student newspaper, printed programs for co-curricular and extracurricular activities, and news releases to local media.

For these specific school-sponsored purposes, TSD would like to use your child's name, address, telephone listing, date and place of birth, photograph, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, honors and awards received in school, most recent previous school attended, e-mail address and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records. This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information. Unless you object to the use of your child's information for these limited purposes, the school will not need to ask your permission each time the School wishes to use this information for the school-sponsored purposes listed above.

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

TSD 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 TSD not to release their child's information without prior written consent. A form has been attached for you to complete if you do not want TSD to provide this information to military recruiters or institutions of higher education.

Please note: Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe TSD is not in compliance with federal law regarding student records. TSD's policy regarding student records is available from the Superintendent's office.

The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as teachers' 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.

## Bacterial Meningitis

State law specifically requires the School to provide the following information:

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 most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

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 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes).

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?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or

residence halls. The vaccine is safe and effective (85-90 percent). It 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 Texas Department of State Health Services office to ask about 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 Texas Department of State Health Services, <http://www.dshs.state.tx.us>.

## SECTION II INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. 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 have a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact your child's principal.

### Absences/Attendance

Regular school attendance is essential for the 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. To support regular school attendance, all medical and dental appointments should be scheduled during student holidays. Two state laws, one dealing with compulsory attendance, the other with attendance for course credit, are of special interest to students and parents. They are discussed in the following sections:

#### Compulsory Attendance

State law requires that a student between the ages of six and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise legally exempt or excused. A student who voluntarily attends or enrolls after his or her 18<sup>th</sup> birthday is required to attend each school day.

Students enrolled in prekindergarten or kindergarten are required to attend school.

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

Based on ARD committee decision, a student in grades 3-8 may be required to attend an assigned accelerated instruction program, which may occur outside of normal school hours, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

#### Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders.

In addition, a junior or senior student's absence of up to two days related to visiting a college or university may be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

#### 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) assigned by the ARD committee; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

A court of law may also impose penalties against both the student and his or her parents if a school age student is deliberately not attending school. A complaint against the parent may be filed in the court if the student:

Is absent from school on ten or more days or parts of days within a six-month period in the same school year; or

Is absent on three or more days or parts of days within a four-week period.

#### Attendance for Credit

To receive credit in a class, a student 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 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 for the class.

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

In determining whether there were extenuating circumstances for the absences, the attendance review 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 the reasons listed above at Exemptions to Compulsory Attendance will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in TSD. For a student transferring into TSD after school begins, including a migrant student, only those absences after enrollment will be considered.
- 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.

The student or parent may appeal the committee's decision to the school's Governing Board by filing a written request with the Superintendent in accordance with policy FNG.

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 Communication Regarding an Absence**

When a student must be absent from school, the parent must provide notice to the attendance office through email, phone call or written, signed communication prior to the absence or after the absence. For a student who is 18 or older, the Principal will review the reason for the absence with the student to determine if the absence is excused.

#### **Doctor's Note of Release Back to School After an Absence for Illness or Injury**

Upon return to school, a student absent for more than six 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.

If a student is absent for a serious illness or injury requiring medical treatment, a physician clearance and, if appropriate, activity restrictions, is required for the student to return to school. All medical information must be given to the Student Health Center nursing staff.

#### **Driver License Attendance Verification**

For a student between the ages of 16 and 18 to obtain a driver license, the Texas Department of Public Safety must be provided written parental consent to access the student's records for purposes of verifying 90 percent attendance for credit for the semester.

## **Academic Programs**

The career counselor provides students and parents information regarding academic programs to prepare for higher education and career choices.

## **Awards And Honors**

All instructional departments have programs to recognize student achievements. For more information, contact your child's principal.

Graduating students have a variety of scholarships available to them for which they may apply. Students may contact the Career Counselor to learn more about these scholarships.

## Child Sexual Abuse

The School has established a plan for addressing child sexual abuse, which may be accessed in Policy FFG and TSD's Administrative Procedure titled **Reporting Suspected Student Abuse, Neglect, Exploitation and Improper Care**. 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 stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse 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 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, your child's assigned 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

[http://www.dfps.state.tx.us/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

- <http://www.tea.state.tx.us/index.aspx?id=2820>
- <http://sapn.nonprofitoffice.com/>
- <http://www.taasa.org/member/materials2.php>
- [http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse1.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml)
- [http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse2.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml)
- 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 <http://www.txabusehotline.org>).

## Class Rank / Top Ten Percent / Highest Ranking Student

### Top Ten Percent

The top ten percent students must meet all requirements for the distinguished or recommended graduation plan as approved by the State Board of Education (SBOE) and have the highest grade point average of the students in the academic programs in the graduating class. The top ten percent will be based on the total number of students in the graduating class.

### Valedictorian and Salutatorian

The Valedictorian will be the student who meets all requirements for the distinguished or recommended high school graduation plan as approved by the State Board of Education (SBOE) and has the highest grade point average in the academic programs in the graduating class. He or she must be in attendance at TSD at least the last four semesters prior to graduation. He or she must have taken a minimum of 6 courses in both 9<sup>th</sup> and 10<sup>th</sup> grades, and must have taken a minimum of 5 courses in both 11<sup>th</sup> and 12<sup>th</sup> grades.

The Salutatorian will be the student who meets all requirements for the distinguished or recommended high school graduation plan as approved by the SBOE, and has the second highest grade point average in the academic programs in the graduating class. He or she must be in attendance at TSD at least the last four semesters prior to graduation. He or she must have taken a minimum of 6 courses in 9<sup>th</sup> and 10<sup>th</sup> grades, and must have taken a minimum of 5 courses in 11<sup>th</sup> and 12<sup>th</sup> grades.

### Information About College Eligibility for Top Ten Percent of Class

Students who meet all requirements for a distinguished or recommended high school graduation plan, as approved by the SBOE and who are ranked in the top ten percent of their graduating class are eligible, for a period of two school years

following their graduation, for automatic admission into Texas general academic universities and colleges. Students and parents should see the guidance counselor for further information about how to apply and the deadline for application.

For two school years following his or her graduation, a 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 Recommended or Advanced/Distinguished Achievement Program; or**

**Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.**

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 freshman.

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

## Class Schedules

Parent/Infant Program. Children in the Parent/Infant Program based on the Individual Family Service Plan may attend school from 8:00 to 11:30 Monday through Friday.

Pre-School through High School. On Monday through Thursday, students attend school from 8:00 to 3:15; on Friday, students attend school from 8:00 until 2:00.

Lunch Schedules:

Monday through Thursday

Parent/Infant through prekindergarten: 10:30 - 11:00

Kindergarten through fifth grade: 11:00 - 11:25

Middle School: 12:05 - 12:35

High School A: 11:30 - 12:00

High School B: 12:40 - 1:10

Friday

Parent/Infant through Elementary - same as Monday through Thursday

Middle School: 11:30 - 12:00

High School: 12:10-12:45

## College Courses

High school students desiring to enroll in college courses for credit should meet with the career counselor prior to enrolling.

## Complaints And Concerns

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, TSD has adopted Board Policy FNG to address complaints. A copy of this policy may be obtained in the Principal or Superintendent's office.

In general, the student or parent should submit a written complaint and request a conference with the Principal. If the concern is not resolved, a request for a conference should be sent to the Superintendent. If still unresolved, the school provides for the complaint to be presented to the Governing Board.

## Computer Resources

Students will have opportunities to use computers for educational purposes during the school day. Residential students will have access to computers for homework assignments, email communications, and leisure time use. Appropriate use of computers is expected at all times.

Students and their parents will be asked to sign a computer user agreement. Violations of this agreement may result in withdrawal of computer privileges and other disciplinary action.

Parents of students who are eligible to receive laptops will be required to pay two fees: 1) an insurance fee 2) a fee for the insurance deductible which, if not needed, is refundable or can be applied to the next school year.

Students and their parents should be aware that e-mail and other electronic communications using Texas School for the Deaf computers are not private and may be monitored by TSD staff.



## Conduct

### Applicability of School Rules

As required by law, the TSD Governing Board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—and consequences for violation of these standards. TSD 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, included in this book, as well as campus, classroom and residential rules.

### Positive Behavior Support (PBS)

The philosophy of the School's management of student behaviors is to emphasize positive behavioral strategies when working with all students.

### Behavior Intervention Plans

A student's ARD committee may design and adopt an individual behavior program for the student addressing a variety of target behaviors. The behavior program may include the use of physical intervention to respond to targeted behaviors.

### Bullying

Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of harm to himself or his property, or is so severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment.

In keeping with the philosophy of Positive Behavior Support and the Student Code of Conduct, the school has adopted the Olweus Bullying Program. This program supports teaching of expected behaviors, modeling expected behaviors, reinforcing positive behaviors, and intervening when bullying occurs. There are four anti-bullying rules taught, reviewed and managed by all staff and students at the school. The rules are:

- We will not bully others.
- We will try to help students who are bullied.
- We will try to include students who are left out.
- If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

### Classroom and Residential Expectations

Every effort will be made to communicate clear expectations and to structure facilities and programs to create a positive, safe, and supportive environment. Two very important principles guide our efforts with students: 1) give positive feedback to each student; and 2) every misbehavior provides an opportunity for positive instruction.

### Closed Campus Lunch for All Students

All students must remain on campus in the cafeteria during the assigned lunch period. Principals may develop special off-campus lunch opportunities as part of a school incentive program.

### Common Areas Expectations

Based on three sources of data - observations, behavior referrals, and staff/student/parent surveys - we continuously evaluate and restructure our common areas, adjust staff responsibilities and teach behavior expectations to students. Some of the common areas addressed are the cafeteria, hallways, bathrooms, and bus zones. There is an ongoing process of teaching, monitoring, and making changes to support positive student behavior and student safety. To support students, seven key staff behaviors are encouraged at all times: scan, circulate, be proactive, positive, visible, instructional, and professional.

### Corporal Punishment Prohibited

Corporal punishment may not be used as a discipline management technique in accordance with the Student Code of Conduct.

### Disruptions

As identified by law, disruptions include the following:

- Interference with the movement of people in an exit, entrance or hallway of a school 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 school property.
- Use of force, violence or threats in an attempt to prevent people from entering or leaving school property without authorization from an administrator.
- Disruption of classes while on school property or on public property that is within 300 feet of school property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the school.

### **Mandt Behavior Support Philosophy and System**

Mandt is a behavior management philosophy and system that addresses dignity and respect for all. Mandt follows the Positive Behavior Support approach of being positive, teach expected behaviors, and use the least restrictive intervention needed to address the misbehavior. If a student is an imminent danger to self or others, a physical intervention using Mandt technique may be utilized. All staff who use the Mandt technique of physical intervention have been trained and certified in the use of the technique.

#### **Use of Restraint:**

TSD staff members may use restraint (physical force or a mechanical device to restrict a student) only in an emergency and with the following limitations:

- Restraint shall be limited to the use of such reasonable force as is necessary to address the emergency.
- Restraint shall be discontinued at the point at which the emergency no longer exists.
- Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
- Restraint shall not deprive the student of basic human necessities.

On any day that a student is restrained, a TSD administrator or behavior staff will make a good faith effort to notify the student's parent that restraint was used. Following the restraint, a written report of the restraint will be mailed to the parent.

#### **Use of Time-Out:**

TSD staff members may use time-out (a technique where the student is provided with an opportunity to regain self-control by being separated from other students for a limited period) in a setting that is not locked and from which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object. The following limitations apply to the use of time-out:

- Physical force or threat of physical force shall not be used to place a student in time-out.
- Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's Individualized Education Program (IEP) and/or if it is utilized on a recurrent basis to increase or decrease a targeted behavior.
- Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.
- Use of time-out shall be addressed in the student's BIP.

### **Property Destruction**

A student who destroys school property or the property of others will receive consequences based on the Student Code of Conduct or individual behavior program and may be required to pay for or replace the property.

### **Public Display of Affection (PDA)**

All students are expected to display polite and respectful behaviors in at TSD during school, residential, extracurricular activity time and off campus school-sponsored activities. Public display of affection is limited to holding hands as well as brief kisses and hugs. Prolonged hugs and kisses are not permitted at any time.

### **Telecommunications Devices, Including Pagers and Mobile Telephones**

For safety purposes, the district permits students to possess telecommunications devices, including pagers and mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing. The use

of pagers and mobile telephones in locker rooms or restroom areas at any time while at school or at a school-related or school-sponsored event is strictly prohibited.

A student who uses a telecommunications device during the school day shall have the device confiscated.

Any disciplinary action will be in accordance with the *Student Code of Conduct*.

#### **Student Use of Pagers and Mobile Telephones:**

1. Pagers/ mobile telephones may not be used during the school day.
2. Pagers/ mobile telephones may not be used after the posted "lights out" time in the dorm.
3. Pagers/ mobile telephones may not be loaned to peers. Loaning a pager/mobile telephones to another student who violates the rules using that pager/ mobile telephones will result in both students receiving a "Conference Form".
4. Using a pager/mobile telephones to take, send or receive inappropriate pictures (involving weapons, drugs, sex, nudity or violence, etc.) is never allowed.
5. Using the pager/ mobile telephones to send threatening, bullying, harassing, insulting messages to another person is never allowed.

Pager/mobile telephone violations:

*First Violation of Expectations 1,2,3 above:* Conference Form completed by staff, signed by a school staff and the student to indicate the student has been officially reminded of the rule. Consequence: The pager/ mobile telephone will be confiscated for 5 school days and kept in a safe on campus. The student or parent may pick up the confiscated telecommunications device from the director of instruction's office for a fee of \$15 if the parent and/or student wish to have the device before the end of 5 school days.

*Second Violation of Expectations 1, 2, 3 above:* Conference Form completed by staff, signed by a school staff, an administrator, and the student to indicate the student has understood the seriousness of the violation. Consequence: The pager/ mobile telephone will be confiscated for a minimum of 20 school days and possibly longer depending on the infraction. The student or parent may pick up the confiscated telecommunications device from the director of instruction's office for a fee of \$15 if the parent and/or student wish to have the device before the end of 20 school days.

*Third Violation of Expectation 1, 2, 3 above:* A Parent/Student/Administrator conference will be held. Consequence: Loss of the pager/ mobile telephone for the remainder of the semester (at least 30 school days) or for the remainder of the school year depending on the seriousness of the violations. The student or parent may pick up the confiscated telecommunications device from the director of instruction's office for a fee of \$15 if the parent and/or student wish to have the device before the end of 30 school days.

*Violations of Expectations 4 and 5 above:* Behavior Incident Report completed by staff. A Parent/Student/Administrator conference will be held. Consequence: Immediate loss of the privilege of having or using a pager/mobile telephone for a minimum of 1 semester (18 weeks). The device will not be returned to the parent or student until the end of the time period.

Administrators will determine if pagers/ mobile telephones may be used for off campus school sponsored activities.

#### **Other Electronic Devices**

Students are not permitted to possess such items as radios, CD players, MP3 players, video or audio recorders, DVD players, cameras, or other electronic devices at school, unless prior permission has been obtained from the principal. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Any disciplinary action will be in accordance with the *Student Code of Conduct* and may include confiscation of the device. The School will not be responsible for any damaged, lost, or stolen electronic device.

#### **Inappropriate Use of Technology**

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or photographs will be disciplined according to the *Student Code of Conduct* and may, in certain circumstances, be reported to law enforcement.

#### **Social Events**

School rules apply to 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. For the TSD prom, freshmen and sophomores may attend if invited by a junior or senior. Each junior and senior may not invite more than one guest. Juniors and seniors may invite non-TSD guests who are no older than 21 years of age.

## **Communicable Diseases / Conditions**

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a communicable or contagious disease, the parent should contact the school nurse or Principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the Principal's office can provide information from the Texas Department of State Health Services (DSHS) regarding these diseases.

## **Correspondence Courses**

High school students are permitted to take correspondence courses—by mail or via the Internet—for credit toward high school graduation.

## **Counseling**

### **Academic Counseling**

Students and their parents are encouraged to talk with a career counselor, teacher, or Principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 8 through 12 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 vocational opportunities.

To plan for the future, each student should work closely with the career counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or pursuit of some other type of advanced education. The career counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

### **Personal Counseling**

Counselors are available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. Counselors may engage students in a variety of classroom and dormitory counseling topics related to positive self-esteem, personal safety, and social skills. A student who wishes to meet with the assigned counselor should request an appointment with the counselor. Some students receive counseling as a related service as determined by the ARD Committee and will meet regularly with the counselor.

### **Psychological Exams, Tests, or Treatment**

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.

## **Credit By Exam—If a Student Has Taken the Course**

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 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, correspondence courses, or independent study supervised by a teacher.

The 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.

A student may not use this exam, however, to regain eligibility to participate in extracurricular activities. [For further information, see the counselor.]

## **Credit By Exam—If a Student Has Not Taken the Course**

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction. A student will earn credit with a passing score of at least 90 on the exam.

If a student plans to take an exam, the student (or parent) must inform the Principal no later than 30 days prior to the scheduled testing date. Students may test no later than May 3, 2010 in order to be awarded credit during the 2009-2010 school year. If the school agrees to administer a test other than the one chosen by the school, the parent must purchase a test from a university approved by the State Board of Education.

## **DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION**

The School 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 school employees with courtesy and respect; to avoid behaviors known to be offensive; and to stop those behaviors when asked or told to stop. School 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.

### **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. 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 or 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, 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, gender, national origin, disability, or any other basis prohibited by law, that negatively affects the student.

### **Harassment**

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. A copy of the school's policy is available in the Director of Student Support Service's office and in the Superintendent's office. 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 or intimidating 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**

Sexual harassment of a student by an employee, volunteer, or another student is 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. 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.

### **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 School investigation, however, may be subject to appropriate discipline.

Retaliation against a student might occur when a student receives threats from another student from an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

### **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 School employee. The report may be made by the student's parent. See policy FFH for the appropriate School officials to whom to make a report.

### **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. The School will notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the School.

In the event prohibited conduct involves another student, the School 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.

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

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

## **Distribution Of Published Materials Or Documents**

### **School Materials**

Publications prepared by and for the school may be posted or distributed, with the prior approval of the Division Director or principal. Such items may include but are not limited to school posters, brochures, flyers, school newspaper and yearbook. All school publications are under the supervision of the teacher, sponsor, Division Director and principal. (See Directory Information for School Sponsored purposes.)

### **Nonschool Materials...from students**

Students must obtain prior approval from the Division Director or 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 non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal's office has been designated as the location for approved non-school materials to be placed for voluntary viewing by other students.

A student may appeal a Division Director or principal's decision in accordance with policy FNG. 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 the Division Director's or principal's approval will be removed.

### **Nonschool Materials...from others**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the school or by a school-affiliated school-supported organization will not be sold, circulated, distributed, or posted on any school premises by any School employee or by persons or groups not associated with the School, except as permitted by policy. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, including the name of the sponsoring person or organization, and must be submitted to the Division Director or principal for prior review. The Division Director or principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate school complaint policy.

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 or a noncurriculum-related student group meeting held in accordance with policy.

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

## **Dress And Grooming**

TSD's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards and teach respect for authority. Our goal at TSD is to provide a safe and positive educational environment for our students. Students must comply with the standards established below. Any student who does not comply with the standards will be required by the Principal, Director of Instruction, Director of Student Support Services, Director of Residential Services, or other administrator or their designees to correct their clothing or appearance to comply with established standards.

\*The final determination of whether clothing or grooming meets the standards below with respect to any school or non-school activity is made by the administrators or their designees.

The TSD Dress Code has two parts as follows: 1) Grooming and 2) Clothing and Accessories.

**Grooming**

Area	Item of Clothing or Grooming Style	Permitted During Instructional Day?	Permitted During Activities Sponsored by TSD During After-School Hours?	Permitted During Non-School Time and Non-Structured or Non-School-Sponsored Activities	Permitted Inside Residence?	Permitted During Special Events?
<b>Body Piercings and Tattoos</b>	Any tattoo	No	No	No	No	No
	Jewelry worn in facial piercings including but not limited to eyebrows, lips, nose, mouth, and tongue	No	No	No	No	No
	Jewelry worn - no more than three ear piercings on each ear	Yes	Yes	Yes	Yes	Yes
	"Gauging"	No	No	No	No	No
<b>Hair</b>	Hair other than natural colors/tinted hues	No	No	No	No	Only if appropriate for particular activity
	Extreme hairstyles (mohawks, spikes, etc)	No	No	No	No	No
<b>Facial Hair</b>	Unclean and poorly groomed facial hair	No	No (Facial hair may be totally prohibited for student participants in certain extracurricular activities.)	No	No	No

**Clothing and Accessories**

Area	Item of Clothing or Grooming Style	Permitted During Instructional Day?	Permitted During Activities Sponsored by TSD During After-School Hours?	Permitted During Non-School Time and Non-Structured or Non-School-Sponsored Activities	Permitted Inside Residence?	Permitted During Special Events?
<b>General</b>	Torn clothing	No	No	No	No	No
	Pajamas, sleepwear	No	No	No	Yes	No
<b>Coats and Jackets</b>	Dusters	No	No	No	No	No
<b>Pants and Shorts</b>	Low riding, sagging, pants/shorts	No	No	No	No	No
	Leggings with a top of at least mid-thigh length	Yes	Yes	Yes	Yes	Only if appropriate for particular activity
	Leggings with short top	No	No	No	No	No
	Any type of pants or shorts that are unreasonably tight, loose, sagging or revealing (including revealing underwear)	No	No	No	No	No
	Bicycle shorts, wind shorts, spandex shorts, and jogging Shorts (at least mid-high)	No	Only if appropriate for particular activity	Only if appropriate for particular activity	Yes	Only if appropriate for particular activity
	Short shorts	No	No	No	No	No
<b>Shirts, Tops and Blouses</b>	Half blouses	No	No	No	No	No
	See-through tops	No	No	No	No	No
	Tops that reveal Midriff, Crop/Halter tops	No	No	No	Yes, if not revealing	No
	Spaghetti straps	No	No	No	Yes, if not revealing	No
	Exposed underwear	No	No	No	No	No
	Any type of clothing that is unreasonably tight, loose, oversized, or revealing (including revealing underwear)	No	No	No	No	No
<b>Swimsuits</b>	Female - one piece or tankini suits	Yes for pool/water activities	Yes for pool/water activities	Yes for pool/water activities	No	Yes for pool/water activities
	Female - bikini swimsuits	No	No	No	No	Yes
	Males - swim trunks	Yes for pool/water activities	Yes for pool/water activities	Yes for pool/water activities	No	Yes for pool/water activities
	Males - speedos	No	No	No	No	Yes



Area	Item of Clothing or Grooming Style	Permitted During Instructional Day?	Permitted During Activities Sponsored by TSD During After-School Hours?	Permitted During Non-School Time and Non-Structured or Non-School-Sponsored Activities	Permitted Inside Residence?	Permitted During Special Events?
<b>Clothing That Represents Inappropriate Subject Matter</b>	Any clothing that displays gang symbols, drugs or drug-related messages, alcohol or alcohol-related messages, tobacco or tobacco-related messages, any type of inappropriate language and/or pictures including those related to violence or topics of a sexual nature	No	No	No	No	No
	Bandannas/ Sweatbands	No	No	No	No	No
	Doo rags/wave caps	No	No	No	Yes	No
	Any clothing or paraphernalia that represents gangs or gang activity	No	No	No	No	No
	Baseball caps with gang symbols such as students' initials	No	No	No	No	No
	Colored shoe laces (for students older than 10)	No	No	No	No	No
<b>Footwear</b>	Flip-flops (rubber or plastic beachwear)	Yes, unless prohibited by class rules	Yes	Yes	Yes	Only if appropriate for particular activity
	Slippers	No	No	No	Yes	Only if appropriate for particular activity
<b>Other</b>	Caps (in the school buildings, cafeteria)	No	Yes	Yes	Yes	Only if appropriate for particular activity
	Sunglasses worn inside buildings, cafeteria	No	No	No	No	Only if appropriate for particular activity
	Clothing or accessory that is spiked or studded	No	No	No	No	No
	Chains which have the potential to be used as a weapon	No	No	No	No	No
	Cosmetic dental metal apparatus worn in mouth (grills or grillz)	No	No	No	No	No

**Interpretative Authority**

The examples and guidelines listed above may not cover every possible instance of appropriate or inappropriate grooming or appearance. The interpretative authority as to what dress or grooming is inappropriate, disruptive, a hindrance to best learning situations, or a detriment to best discipline shall be vested in the administrative authority in the school.

**NON-COMPLIANCE WITH THE DRESS CODE/STANDARDS WILL RESULT IN DISCIPLINARY ACTION.**

## Extracurricular Activities, Clubs, And Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Eligibility for participation in many of these activities is governed by state law and the rules of the Texas Association of Private and Parochial Schools (TAPPS)- a statewide association of participating districts. The following requirements apply to all extracurricular activities:

- A student must be enrolled in at least four accredited academic courses to be eligible to participate in extracurricular events.
- A student who has not reached 19 years of age prior to September 1 of the current school year is eligible to participate in TAPPS activities
- A student may participate in TAPPS contests during a normal program of high school courses over a period of four consecutive calendar years after the student first enrolls in the 9<sup>th</sup> grade.
- A student who receives a recorded grade average below 70 on a scale of 0-100 in one course for a six-week grading period will be eligible to participate in practice, competition, and extracurricular activity events.
- A student who receives a grade of below 70 on a scale of 0-100 in two courses for a six-week grading period, may not practice, compete or participate in an extracurricular activity for the next three weeks following the six-week period in which the grade average was received. A student is responsible for providing documentation of improved grades to the Athletic Director and coaching staff.
- Suspension of a student with a disability that significantly interferes with the student's ability to meet regular academic standards shall be based on the student's failure to meet requirements of the student's Individual Educational Plan, as determined by the ARD Committee.
- A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether TAPPS activities or other activities approved by the Board, are subject to these restrictions.
- A student who misses a class because of participation in an activity that has not been approved will receive an unexcused absence.
- Special Olympics: Special Olympics provides an exciting array of athletic events throughout the school year including bocce bowling, swimming, basketball, and track. For a student to participate, parents must complete paperwork and medical forms required by the Special Olympics organization. Practice for Special Olympics events may take place during P.E. and/or during after school hours. The student must participate in practice for at least four weeks.
- Student Life: Student Life offers a variety of recreational and student development activities during after-school hours for TSD residential and day students. Activities offered may change from season to season, year to year. Activities will be included in the monthly student life calendars and when sign-up is involved, parents will receive letters from Student Life.

Please note: Sponsors of student clubs and performing groups such as the, sign choir, and drama 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 local policy will apply in addition to any consequences specified by the organization's standards of behavior.

## Fees

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his or her own supplies of pencils, paper, erasers, notebooks, backpacks and other supplies that belong to the individual student. Supply lists are sent to families during a summer mailing or are given to the family of a newly enrolled student. Students 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.

- Voluntary purchases of pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntary purchase of student accident insurance.
- 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 TSD premises.
- Summer school for courses that are offered tuition-free during the regular school year.

A parent/guardian who is unable to pay a fee may request a waiver through the Director of Instruction, Director of Student Support Services or the Director of Residential Services. The Director may determine to waive the fee for good cause shown by the parent or guardian.

## Fund-Raising

Student groups or classes, outside organizations and/or parent groups may occasionally be permitted to conduct fund-raising drives. An application for permission must be made to the Director of Instruction (or designee) or to the Director of Residential Services.

## 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 1000 feet of any school-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.

Credits Earned	Classification
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

## Grading Guidelines, Report Cards/Progress Reports Schedules

Teachers follow grading guidelines that have been approved by the Principal pursuant to the board-adopted policy and 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 school's grading policy.

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.

**Grade Level/Program, Method of Reporting and Reporting Schedule**

Grade Level/Program	Method of Reporting	Reporting Schedule															
Pre-School through Pre-Kindergarten	Checklist Progress Report indicates if a student is making progress or having difficulty.	<b>9 Week Report Cards</b>															
Elementary, Kindergarten, Grade 1	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">Excellent 90-100%</td> <td style="width:25%;">Satisfactory 80-90%</td> <td style="width:25%;">Needs Improvement 70-89%</td> <td style="width:25%;">Unsatisfactory 69% &amp; below</td> </tr> </table>	Excellent 90-100%	Satisfactory 80-90%	Needs Improvement 70-89%	Unsatisfactory 69% & below	October 16, 2009 December 17, 2009 March 12, 2010 June 4, 2010											
Excellent 90-100%	Satisfactory 80-90%	Needs Improvement 70-89%	Unsatisfactory 69% & below														
Elementary Grades 2-5	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:16.6%;">A+ 98-100</td> <td style="width:16.6%;">B+ 88-89</td> <td style="width:16.6%;">C+ 78-79</td> <td style="width:16.6%;">D 70-74</td> <td style="width:16.6%;">F below 70</td> </tr> <tr> <td>A 94-97</td> <td>B 84-87</td> <td>C 76-77</td> <td></td> <td></td> </tr> <tr> <td>A 90-93</td> <td>B- 80-83</td> <td>C- 75</td> <td></td> <td></td> </tr> </table>	A+ 98-100	B+ 88-89	C+ 78-79	D 70-74	F below 70	A 94-97	B 84-87	C 76-77			A 90-93	B- 80-83	C- 75			October 16, 2009 December 17, 2009 March 12, 2010 June 4, 2010
A+ 98-100	B+ 88-89	C+ 78-79	D 70-74	F below 70													
A 94-97	B 84-87	C 76-77															
A 90-93	B- 80-83	C- 75															
Middle School and High School	<p><b>A 90-100</b>  <b>B 80-89</b>  <b>C 70-79</b>  <b>F 0-69</b></p> <p><b>I</b> Temporarily Incomplete (Assignment missing due to an excusable reason.)</p> <p>If a student receives a grade of "I" (temporarily incomplete), it is the responsibility of the student to see that all work is made up. If the work is not made up by the end of the next three-week report period, the grade will be averaged without the completed work. The Principal may modify this regulation for special circumstances.</p> <p><b>N</b> The student has not been in class a minimum of 10 days.</p> <p>The semester average is a combination of the three six-week grades unless there is a final exam. The teacher has an option to give a semester exam, which will count 20% of the total semester average.</p> <p>For High School students, successful completion of a two-semester course is based on a minimum of 70 percent mastery, represented by the yearly average of the two semester averages. Therefore, if a student has earned a 68 and a 76 for the two semester averages, the student passes the course with an earned average of 72. This is calculated as follows: <math>(68 + 76) / 2 = 72</math>. Students must pass the second semester of a yearlong course to be eligible for the yearly averaging policy. A student who passes the first semester but fails the second semester will receive credit only for the first semester.</p>	<p><b>6 Week Report Card</b></p> <p>September 25, 2009                      October 30, 2009                      December 17, 2009                      February 19, 2010                      April 16, 2010                      June 4, 2010</p>															
Special Needs	<p>Each student in the Special Needs program has an Individual Education Plan (IEP) consisting of objectives selected to meet that student's needs. This plan includes conditions, criteria and evaluation for mastery of each objective. At the end of each six weeks (middle/high school) and nine weeks (elementary), student progress on all IEP objectives is documented on each student's IEP. In addition to the progress report, a separate report card will be issued per grading period to denote overall progress in each subject area. Letter grades will be given: A 90-100 B 80-89 C 70-79 F below 69</p>	<p>Follow reporting schedules above based on grade level of individual student.</p>															

**Notification of Student Failing.**

At the end of the first 3 weeks (middle and high school) or 4 weeks (pre-school through 5th), of a grading period, parents are notified if the student’s grade average is near or below 70, or below the expected level of performance. If a student receives a grade of less than 70 in any class or subject at the end of a grading period, the parents will be requested to schedule a conference with the teacher of that class or subject. The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade below 70 in a class or subject.

Grade Level/Program	Schedule for Notification of Student Failing
Pre-School through 5 <sup>th</sup> Grade	<p align="center"><b>4 - 5 Week Progress Report Dates</b></p> <p align="center">September 18, 2009 November 20, 2009 February 5, 2010 April 23, 2010</p>
Middle School and High School	<p align="center"><b>3 Week Progress Report Dates</b></p> <p align="center">September 11, 2009 October 16, 2009 November 20, 2009 January 22, 2010 March 12, 2010 May 7, 2010</p>

**Graduation**

The School offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended High School Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Graduation Program will be granted only if an **written** agreement is reached among the student, the student’s parent or person standing in parental relation, and the counselor or appropriate administrator.

**Requirements for a Diploma**

To receive a high school diploma from the school, a student must successfully complete the required number of credits and may be required by the ARD committee to pass a statewide exit-level exam. Upon the recommendation of the ARD Committee, a student may be permitted to graduate under the provisions of his or her individualized education program (IEP).

The exit-level test, required for students in grade 11 as determined by the ARD committee, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I, Geometry, Biology, Integrated Chemistry and Physics, English III, and early American and United States History, World History and World Geography. A student who does not pass the exit-level assessment will have additional opportunities to take the test.

**Graduation Programs**

Students who entered the ninth grade during the 2006-2007 school year must meet the following credit requirements for graduation:

- Minimum Program 22 credits
- Recommended Program 24 credits
- Advanced/Distinguished Achievement Program 26 credits

Beginning with the 2007-2008 school year, a student entering the ninth grade must meet the following credit requirements for graduation:

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

**Certificate of Attendance**

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

### **Graduation Activities**

Upon completion of requirements for graduation, students are invited to participate in graduation activities that include:

- Graduation or commencement ceremony
- Graduation luncheon
- Graduation reception for graduates and their parents
- Senior walk and brick dedication ceremony
- Senior Trip - Graduating students will receive information about eligibility requirements for participation in the senior trip at the beginning of the school year.

## **Graduation Speakers**

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Students are eligible to use the limited public forum if they:

1. Are requested by a school administrator
2. Volunteer, and
3. Are not in a disciplinary placement at the time of the speaking event

Eligible students who wish to volunteer shall submit their names to the Director of Instruction during the first full week of instruction each semester. Students are not eligible to volunteer if they are in a disciplinary placement during any part of the first full week of instruction. If there are no student volunteers, the School shall seek volunteers again at the beginning of the next semester. The names of the students who volunteer to speak shall be matched to the appropriate event until all names have been selected.

### **Graduation Expenses**

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

### **State Scholarships and Grants**

Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Distinguished Achievement (Advanced) High School Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The career counselor can provide additional information about meeting the program's eligibility requirements.

Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Distinguished Achievement Program (Advanced) may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. For additional information, please contact the career counselor.

## **Health-Related Matters**

### **Physical Activity for Students in Elementary and Middle School Grades**

In accordance with school policy, TSD will ensure that students in kindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes of physical activity per day or 135 minutes per week.

Students in middle, grades 6,7, and 8, shall engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within a two-week period for at least four semesters.

For additional information on the school's requirements and programs regarding elementary and middle school student physical activity requirements, please see the Principal.

### **School Health Advisory Council**

During the preceding school year TSD's School Health Advisory Council held two meetings. Additional information regarding TSD's School Health Advisory Council, including the number of meetings scheduled or held during the year, and information regarding vending machines at TSD and student access to the machines is available from the Director of Student Health Services.

**Physical Fitness Assessment**

Annually, the School will conduct a physical fitness assessment of students in grades 3-12. At the end of the school year, a parent may submit a written request to the Principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

**Vending Machines**

TSD has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the Director of Instruction or Director of Residential Services.

**Other Health-Related Matters****Tobacco Prohibited**

The School and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct.]

**Asbestos Management Plan**

All buildings at the Texas School for the Deaf (TSD) have been inspected for asbestos-containing materials, and TSD maintains an Asbestos Management Plan in compliance with the federal Asbestos-Containing Materials in Schools regulations, promulgated under the Asbestos Hazard Emergency Response Act (AHERA) and also in compliance with state regulations (Texas Asbestos Health Protection Act (TAHPA) and Texas Asbestos Health Protection Rules (TAHPR)).

This Management Plan is available for review during normal office hours Monday through Friday. Should any interested party desire to view the plan they can contact the Superintendent of the school for access to the plan. Interested parties would include, but are not limited to, parents, students, teachers, other school employees, state and local officials, and the general public. If you have any questions, please contact Mike Walters at 512-462-5371.

It is important to note that asbestos-containing materials at TSD are in a form and condition that do not pose an imminent health threat to students, staff and visitors. Prior to any demolition, construction, renovation, etc., TSD will hire an asbestos consultant to determine if any existing asbestos needs to be removed, and any removal will be performed by a certified asbestos abatement contractor.

**Pest Management Plan**

The School applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact Mike Walters at 512-462-5371.

**Health Services for Residential Students**

When a student is ill, he/she will receive services from nurses in the Student Health Center (SHC). There are physicians on contract with TSD to provide medical care for residential students in the absence of their parent/guardian. Parents/guardians will be notified when their minor child receives medical attention or requires prescription medicine and/or stays overnight in the SHC. Parents are responsible for payment for medical care except evaluations by the TSD contracting physicians. All medical treatment, including prescription medications, over the counter medications, and herbal or dietary supplements, must be prescribed in writing, either by a TSD contracting physician or another health care provider licensed to practice in the State of Texas.

The adult student and parent/guardian are not required to accept medical treatment recommended by TSD contract physicians and may arrange evaluation and treatment from another source.

If a student has a condition that requires surgery, the parent/ guardian is responsible to arrange for the surgery, be present for the surgery and provide the care after the surgery until the student is medically cleared to return to class. The home physician will usually do surgery so that the student can be cared for at home.

**Medical Implants and Physical Limitations to Participation**

Any student with cochlear implant, shunt and pacemaker or other medical device or potentially unstable medical condition will need a statement from the treating physician noting the presence of the device or condition and specific clearance to participate in athletics, after school physical activities and physical education activities.

**Treatment for Family Planning, STDs and Chemical Dependency**

In compliance with State and Federal laws, treatment for Family Planning, STDs and chemical dependency is kept confidential unless disclosure is previously agreed upon by both student and parent.

## Homeless Students

For more information on services for homeless students, contact the school's Liaison for Homeless Children and Youths, Nicole Daneke, at 512-462-5413 or [nicole.daneke@tsd.state.tx.us](mailto:nicole.daneke@tsd.state.tx.us).

## Homework

**Elementary.** Teachers assign homework for reinforcement of knowledge and skills taught in the classroom. The student has responsibility to complete all homework assignments. Dorms have specific hours for students to study and complete homework assignments. Students may need more time than is designated by the dorm or cottage. It is the responsibility of each student to manage his/her time so that assignments are completed.

**Middle School and High School.** Teachers assign homework for review and expansion of concepts talk in the classrooms. Students who need extra help with their homework or schoolwork should talk with their teachers and make special arrangements. Tutoring sessions for students who are in danger of failing or have failed a six-week period are held after school. Students are required to attend tutorial sessions, if assigned.

**High School Homework Center (HWC).** Day and residential high school students may attend the Homework Center in the High School Library scheduled Mondays/Wednesdays from 3:30 - 5:00. Students must arrive at the start time and remain in the HWC throughout the scheduled time unless a parent or residential educator escorts the student.

## 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 (DSHS), Immunization Branch, can be honored by the School. 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://webds.dshs.state.tx.us/immco/affidavit.shtm>. 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, rubeola (German measles), rubella, mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Texas 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. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see the Texas Department of State Health Services Web site: <http://www.DSHS.state.tx.us/immunize/school/default.shtm>.]

## Law Enforcement Agencies

### Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the administrator 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 administrator 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 administrator ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the administrator considers to be a valid objection.
- The administrator ordinarily will be present unless the interviewer raises what the administrator considers to be a valid objection.

### Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.



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

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

#### **Notification of Law Violations**

The School 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 required to register as a sex offender or who has been convicted, received deferred prosecution, received deferred adjudication, or adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

## **Make-Up Work**

### **Routine and In-depth Makeup Work Assignments Because of Absence**

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject/course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.

If a student who does not make up assigned work within the time allotted by the teacher, the teacher will consult with the principal to discuss options for addressing the student's grade.

### **DAEP Makeup Work**

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

### **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 School may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. The School will not charge the student for any method of completion provided by the school.

## **Medicine At School**

### **Student Requirements for Taking Medication**

Students will follow instructions from the Student Health Center (SHC) in regards to taking medication. No medication of any kind is allowed in the dormitory.

School 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 policies, 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 registered nurse or another qualified school 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 approved by the Medical Director.

In certain emergency situations, the school will maintain and administer to a student nonprescription medication, but only:

- In accordance with the guidelines developed with school's medical director; and
- When the parent has previously provided written consent to emergency treatment on the school's form.

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 the Student Health Center nursing staff 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 with the Student Health Center nursing staff.

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 Student Health Center nursing staff.

#### **Student Medication**

Parent/guardians are responsible to provide medication for their children, to keep enough medication at home for weekends and school holidays, and to arrange for medications to be provided for their children for any unscheduled home-goings or non-TSD sponsored trips away from home and school. For safety reasons, students who do not have prescribed medications available at TSD may be required to go home.

Parent/guardians should give any medications directly to TSD staff and not permit their children to carry the medication. If your children travel without a chaperone and must carry medication, the parent/guardian must contact the SHC and residential staff and inform them to expect medication. For chaperoned transportation, the medication must be given directly to residential staff and not be placed in suitcases.

For day students traveling on school-sponsored trips, parents must give all medications to the SHC so the medications can be packed for the trip according to TSD procedures. Day students who need medication during the school day must have that medication provided to the SHC. If riding a bus, the medication must be given to the bus monitor or driver. If transported by parent, the parent must provide the medication directly to the SHC.

#### **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 TSD 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 School 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.

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

As part of comprehensive school health programming, vision, scoliosis and acanthosis nigricans screenings are aimed at detecting problems that could limit the child's ability access educational opportunities. If a child is identified by a health screening as possibly having problems, a referral for a medical diagnostic evaluation will be given to the parents for follow-up. It is important to remember that by definition, screening will not identify all eye problems, skeletal problems or metabolic problems, nor identify all children with vision difficulties or other health problems.

The Texas Department of State Health Services (DSHS) determines the schedule for screenings.

Students may be tested for tuberculosis according to the guidelines recommended by DSHS. Students found to have active tuberculosis will be excluded from school in accordance with State and local health department requirements.

## 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. The required pledges are as follows:

Pledge of Allegiance: I Pledge Allegiance To the Flag Of the United States of America And to the Republic For Which It Stands One Nation Under God, Indivisible, With Liberty And Justice For All.

Pledge of Allegiance to Texas Flag: Honor the Texas flag I pledge allegiance to thee, Texas, one state under God, one and indivisible.

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.

## Prayer

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

## Promotion And Retention

The student's ARD committee will determine whether the student will be promoted based on either the student's progress on IEP objectives or grades earned by the student. Students who fail to meet the standards for promotion as specified in the IEP may be retained in the same grade. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

The student's ARD committee will consider the results of the student's performance on the Texas Assessment of Knowledge and Skills (TAKS) when making a determination about whether the student will be promoted or retained.

Parents of a student in grades 3-8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instruction designed to improve performance. Students in grades 5 and 8 who are participating in TAKS, TAKS (Accommodated), or TAKS-Modified are held to the requirements of the Student Success Initiative in both Reading and Math. These students will have up to three opportunities to pass the Reading and Math tests. If the student fails the second testing opportunity, a grade placement committee (ARD committee), consisting of the Principal or designee, the teacher, and the student's parent, will convene to make decisions regarding the additional special instruction the student will receive. Whether the student is retained or promoted, the student's IEP will be designed to enable the student to achieve adequate yearly progress.

A student's ARD committee will make decisions regarding the appropriate assessments and accommodations. For more information, see the Principal.

## Release Of Students From School

### Scheduling Out of School Appointments

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time. All medical/dental appointments should be scheduled at home when possible, on student holidays. Students are expected to return to school immediately after appointments and when they have recovered from illness. Routine annual exams, such as medical, dental and vision, should be arranged with the student's primary health care providers at home.

### Reporting Your Child's Absence

Parents must inform the attendance office and department office if their child will be reporting to school late or will be absent due to medical appointments. When possible, 24-hour advance notice is helpful when teachers are planning instruction for your child.

### Student Illness During the School Day

A student who becomes ill during the school day should, with the teacher's or Principal's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent. Day student parents are expected to take ill students home. Residential parents are expected to pick up children who have contagious diseases, are unable to attend school for more than 3 days, or require more intense medical care. It may be necessary in some situations to send students home due to Health Center capacity.

A student will not be released from school at times other than at the end of the school day except with permission from the Principal or designee and according to the department sign-out procedures. Unless the Principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

### **Withdrawing from School**

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent must contact the Admissions and Records office.

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 parent consent.

## **Safety**

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

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the Administrators, school, residential, transportation or other school employees.
- Remain alert to and promptly report to a teacher, the Principal, other Administrator, or other school employee 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 administrators, teachers, transportation staff, and other School employees who are overseeing the welfare of students.

### **Drills: Fire, Tornado, and Other Emergencies**

From time to time, students, teachers, and other school employees will participate in drills of emergency procedures. Three different colors of emergency strobe lights are located in each classroom and in all hallways. When the emergency strobe lights are flashing, students should follow the direction of teachers or others in charge quickly, quietly and in an orderly manner.

The emergency strobe light system is as follows:

Blue	Flashes to indicate change of classes in middle school and high school.
Yellow	Flashes to indicate emergency; all staff directed to read computer message from the superintendent; follow Superintendent directives. A hazardous weather condition is one potential emergency.
Clear	Flashes to indicate situation is all clear, emergency has passed and/or return to classes.

Each classroom and hallway is also equipped with separate special strobe lights marked "fire". In the event of fire, the firelights will flash and will also be accompanied by a repetitive high-pitched buzzing alarm. When the fire has been controlled; the clear strobe lights will flash, indicating that it is safe for students and staff to return to their classrooms and/or dormitories.

### **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 would need to have 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 school staff needs to know.

TSD is not responsible for medical costs associated with a student's injury. Parents must keep the TSD health center informed of current insurance information to avoid having to pay for treatment.

### **Emergency School-Closing**

Normally, if the Austin Independent School District closes for inclement weather or emergencies, TSD will not hold classes; however, there may be occasions when TSD will hold classes with a late starting time even when Austin Independent School District has closed. Information should be available through all major network television stations.

## **SAT, ACT and Other Standardized Testing**

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the career 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. (Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]).

## School Facilities

### Use By Students Before and After School

At the beginning of the school year, the Principal will inform parents of day students where the student needs to report if the student arrives to TSD before 7:50 AM. If a student arrives between 7:50 and 8:00, the student may enter their educational building.

After dismissal of school in the afternoon, a day student must leave campus immediately unless 1) the student is under the supervision of a teacher, residential staff, sponsor or coach; or 2) the student has specific permission to participate in a residential activity.

Students will be allowed in the school building outside of normal school hours only with permission from administrator, teacher or sponsor overseeing a planned activity.

### Conduct Before and After School

All staff and administrators have full authority over student conduct at before- or after-school activities on Texas School for the Deaf premises and at school-sponsored events off school premises, such as play rehearsal, club meetings, athletic practice, 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 classes 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.

### Cafeteria Services

Texas School for the Deaf participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. Forms to apply for free and reduced-priced meals are available in the Business Office or you may call 462-5364. All day student families must complete the free and reduced-lunch form.

Texas School for the Deaf follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day.

### Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for student use with a teacher permit Monday-Thursday 8:00-3:15 and Friday 8:00-1:45.

### Meetings of Noncurriculum-Related Groups

Student organized, student-led to meet with noncurriculum-related groups are permitted before and after school as approved by an Administrator. These groups must comply with the requirements found in policy. A list of these groups is available in the Principal's office.

## Searches

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

### Students' Desks and Lockers, Dorm Furniture and Dorm Closets

Students' desks and lockers, dorm furniture and dorm closets 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, lockers, dorm furniture and dorm closets. Students must be certain that their lockers are locked, and that the combinations are not available to others. Students may use school issued locks; however, if they use their own personal locks, students are responsible for reporting the combination to the department Principal, Residential Supervisor or designee.

Searches of desks or lockers, dorm furniture and dorm closets may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by Board 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.

### Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause 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. [See also the Student Code of Conduct.]

Students who drive vehicles on campus must make sure the vehicle is registered with TSD's Supervisor of High School Residential Programs. (Forms may be obtained from the high school residential office). Proof of insurance must be shown and a dark blue sticker will be issued for each vehicle registered. There is a specific student parking area designated on campus and it is very important that vehicles are parked in the appropriate area and all traffic laws are obeyed while driving on campus (speed limits, stop signs, etc.)

In order to ensure safety, no cars are to be driven off campus during the lunch period and there are to be no other student passengers at any time without parent and school permission. Cars are to be used strictly for the purpose of transportation to and from school, mainstream classes or work. A TSD Administrator for other uses can give special permission. Residential students residing in the Honors cottages may be given special privileges.

### **Trained Dogs**

The school 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, residential buildings, common areas, or student belongings may also be conducted by trained dogs when students are not present. School officials may search an item in a classroom, a locker, or a vehicle to which a trained dog alerts.

## **Steroids**

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

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

## **Student Speakers**

TSD offers students a limited public forum for student speakers at school events at which a student is to publicly speak. For each speaker, TSD shall set a maximum time limit reasonable and appropriate to the occasion.

For TSD, a "school event" is a school-sponsored event or activity that does not constitute part of the required instruction for a segment of the school's curriculum, regardless of whether the event takes place during or after the school day.

Student speakers shall be given a limited public forum to introduce:

1. All level Student Recognition Assemblies, pep rallies, sports events, or other extracurricular or cocurricular events.

Students are eligible to use the limited public forum if they:

1. Are requested by a school administrator,
2. Volunteer, and
3. Are not in a disciplinary placement at the time of the speaking event.

Eligible students will submit their names to the Director of Instruction by the end of the first week of school.

## **Summer Programs**

### **Extended School Year**

Extended School Year (ESY) programming for TSD students is provided if recommended by the student's TSD ARD committee. The purpose of ESY is for maintenance of progress on the previous years IEP objectives. ESY is recommended when the ARD committee, based on assessment, determines that there are concerns about regression in the student's maintenance of knowledge/skills acquired in the current IEP and recoupment of this knowledge/skills that will exceed 8 weeks in the next school year. ESY is provided as part of a free and appropriate public education.

### **Enrichment Summer Programs**

Early Childhood Education and Elementary. Early Childhood Education (ECE)/Elementary summer programs are available for both TSD and non-TSD students. Some students may participate in the ECE program based on their Individual Family Service Plan (IFSP). The IFSP will address the type of summer services that the child receives. All other students are welcome on a first come first serve basis.

Middle School. Summer programs are available for both TSD and non-TSD students. Each two-week session provides a theme that offers enrichment activities through reading, writing, math, technology, and the media.

High School. Depending on course offerings, high school students may have the opportunity to recover 1/2 to one credit during summer school. Driver Education is available on a first come, first serve basis during summer programs.

## TAKS and Other Assessments

### TAKS (Texas Assessment of Knowledge and Skills)

In addition to routine tests and other measures of achievement, students in grades 3 through Exit level will participate in the Texas assessment program in the following subjects:

TAKS—Tested Subjects and Grades	3rd	4th	5th	6th	7th	8th	9th	10th	Exit Level
Reading	X	X	X	X	X	X	X		
Math	X	X	X	X	X	X	X	X	X
Writing		X			X				
Science			X			X		X	X
Social Studies						X		X	X
English Language Arts								X	X

**Exit Level** - the primary administration is in 11<sup>th</sup> grade; retesting is offered multiple times throughout the 12<sup>th</sup> grade year for students who have not passed any of the tests in the specified content areas. Students have five testing opportunities for each Exit Level assessment prior to graduation: Spring of the Junior year, July after the Junior year, and October, March, and April of the Senior year.

The student's ARD committee will determine which TAKS test the student will take. The TAKS test the student takes in each assessed content area will be one of the following four options:

1. TAKS
  - Texas Assessment of Knowledge and Skills
  - Assessment based on the general TEKS curriculum
  - Most questions have four multiple choice answers
  - Complex language structure
  - A lot of extraneous information
2. TAKS (Accommodated)
  - Same exact test and questions as TAKS, except for the field test items are eliminated (these test questions aren't computed in the student's TAKS test score anyways)
  - Larger font size and more white space
  - Additional accommodations are allowed
3. TAKS-M
  - TAKS-Modified
  - Modified assessment with modified achievement standards
  - Simplified language structure
  - Reduced number of answer choices (3 instead of 4)
  - Shorter test than TAKS
  - Larger font size and more white space
  - Additional accommodations allowed
  - Math—reduced number of steps needed in order to solve the problems
4. TAKS-Alt
  - TAKS-Alternate
  - Alternate assessment with alternate achievement standards
  - Designed for students with the most significant cognitive disabilities
  - Not a paper-and-pencil test
  - Teacher selects appropriate activities for the student and assesses the student accordingly

Students in certain grade levels and content areas are held to the requirements of the Student Success Initiative (SSI). This means that they have up to three testing opportunities to pass the State test (TAKS, TAKS-Accommodated, or TAKS-M) within the year. Accelerated instruction must be provided for students who do not pass the test before the next testing opportunity is offered. The grade levels and content areas impacted by the Student Success Initiative are:

5th Grade	Reading and Math
8th Grade	Reading and Math

### Other Student Assessments

**Stanford Achievement Test, 10<sup>th</sup> Edition.** Students in grades K-12 may participate in the SAT 10 testing program for the subtests of Reading Comprehension, Math Procedures, and Math Problem Solving. The SAT 10 is an achievement test that has both deaf and hearing norms.

**Measures of Academic Progress.** MAP is a computer adaptive testing program for use with students in grades 2-12. This program allows us to test the students at least twice during the year in order to monitor their progress and measure their growth in the areas of Reading and Math.

## Tardiness

If a student is tardy to class one or more times, the Principal or Assistant Principal may contact the student's parent and the student may be subject to disciplinary action, in accordance with the Student Code of Conduct.

## Textbooks, Electronic Textbooks, and Technological Equipment

State-approved textbooks are provided to students free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. Electronic 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 issued by the school loses the right to free textbooks and technological equipment until the item is returned or paid for by the parent; however, the student will be provided textbooks and equipment for use at school during the school day.

## Transportation

### Day Student Transportation To and From TSD

For students living in Austin or in nearby communities, either the student's Local Education Agency (LEA) or TSD will provide student transportation to the campus at no cost to the parent. The LEA arranges LEA transportation services with the family.

When TSD provides the student transportation, the TSD Transportation Office will notify the student's parents of the place and time for pick-up and drop-off. Parents must complete a TSD transportation form annually and when there is a change in address or in the student's travel needs. A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child in lieu of their home address. The designated facility or residence must be on an approved stop on an approved route. For a change of address, the form must be submitted three days in advance of the change in service. Further information may be obtained by calling the Transportation Office at (512) 462-5391.

### Day Student Bus Arrival and Departure Times

The bus pick-up times are scheduled to ensure that students will arrive to school by 7:55, ready for the 8:00 start to the school day. Buses depart Monday through Thursday shortly after the 3:15 dismissal and shortly after 2:00 on Fridays. On Fridays anticipate that your student will arrive home about 1 hour and 15 minutes earlier in the afternoon.

### Student Transportation for 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 or appropriate administrator may make an exception if the parent personally requests that the student be permitted to ride with the parent; or, no later than the day before the scheduled trip, the parent must provide the School with a written request that the student be permitted to ride with an adult designated by the parent.

### Expectations for Students Riding Buses

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

- Observe the same conduct as in the classroom and be responsible for their actions.
- Board buses in a respectful, orderly manner (walking, keeping hands, feet, objects to self and boarding one at a time).
- Be courteous and respectful to all staff, students, and property.
- Not drink, eat (including gum), have tobacco, and/or illegal substances.



- Keep head, hands, arms, and/or legs inside the bus at all times.
- Keep all objects inside the bus and to self.
- Cooperate with bus drivers and monitors and follow all requests.
- Remain seated at all times with aisles unobstructed.
- Not bring live animals/pets on the bus.
- Not smoke or use any form of tobacco.
- Upon leaving the bus or van, wait for the driver's signal before crossing in front of the bus.
- Use seat belts, if available, at all times.

Additionally:

- The driver or other staff is authorized to assign seats.
- Misconduct will be addressed in accordance with the Student Code of Conduct.
- If the designated family member or caretaker is not at home when the day student bus arrives, the parent is responsible to pick up their child at TSD. Contact the Transportation Department for further information.
- Parents must make a request in writing and receive prior approval from the School for a student to go home on a day student bus with another child; submit the request no later than 12:00 noon on the day of the travel.
- Day students are ready for pickup 10 minutes prior to the assigned pick-up time. Drivers will wait up to two (2) minutes past the assigned pick-up time.

#### **Residential Student Travel To and From TSD**

Parents are expected to bring their residential student to TSD at the beginning of the school year and to take their student home at the end of the school year. Reimbursement for this travel is explained in the section titled: "Travel Reimbursement." Weekend homegoing travel will be by TSD bus, charter bus, Greyhound bus, air travel, 8-passenger vehicles, or parent pick-up based on the student's home address and most fiscally responsible option for TSD. Parents will receive information from the residential department regarding the type of transportation as well as the pick-up and drop-off times and location. (See Residential Section for list of drop off/pick up times and locations.) Transportation to any destination other than the student's home must be arranged and paid for by the parent. TSD can usually provide a ride to and from the bus terminal or airport. For students who use commercial airlines to fly home for weekends, TSD will do "advanced ticket purchasing." Any changes in airline reservations by family request must be arranged and paid for by the parent.

TSD and Star Shuttle are not responsible for any items left on buses. Students are reminded to collect their possessions at the end of each trip. It is recommended that valuables be left at home and any easily forgotten items be packed in bags.

TSD strongly recommend that all items of clothing and all possessions, ipods, pagers, baggage, backpacks etc...be labeled with your child's name for easy identification. We recommend this for all TSD Residential Students regardless of age.

Residential Students are not permitted to change buses or routes for the purpose of visiting other students for the weekend. Day students are not permitted to ride Weekend Homegoing Transportation.

All flight students are required to have one approved form of identification. (valid passport, Texas Driver's License, or a State Issued ID cards can be secured from your local Department of Public Safety)

We provide transportation to and from Austin Bergstrom Airport and Greyhound Bus station for those homegoing students using those facilities. For safety and accountability all students are expected to use TSD transportation to and from, unless other arrangements are made and permission is agreed upon from both parents and TSD.

TSD will provide snacks and water for homegoing trips, No other food or drink is permitted to be consumed on the charter buses. Families are encouraged to provide their child with a meal prior to boarding the bus on Sunday return days. There will be a light supper available upon return to TSD on Sundays.

Residential students will be required to follow the "Expectations for Students Riding the Buses".

#### **American Airline Checked Baggage Policy.**

American Airlines is now charging passengers for baggage checked-in. This does not refer to carry-on bags. For more information about the baggage allowance and costs, check the American Airlines Web site at [www.aa.com](http://www.aa.com) or call American Airlines directory.

If parents or guardians would like their child to check in bags, please deposit the necessary funds in the student trust fund account so this can be submitted to American Airlines on homegoing days at the time of check-in.

Residential students will be required to follow the "Expectations for Students Riding the Buses".

### **Parent Responsibility for Drop-Off and Pick-up of Students**

It is our policy that buses and TSD vehicles will wait no longer than 15 minutes for students to be at the pick-up / drop-off site. If you think you will be 1 to 15 minutes late, someone must contact the Homegoing Coordinator. The contact info is: For Elementary and SND students: Robin Butter at 512/462-5629 or email: [robin.butter@tsd.state.tx.us](mailto:robin.butter@tsd.state.tx.us) and for Middle School and High School students David Skinner at 512/462-5602 or email: [david.skinner@tsd.state.tx.us](mailto:david.skinner@tsd.state.tx.us) If the Homegoing Coordinator is contacted, then the bus or vehicle can wait up to 15 minutes. If you have not arrived within the 15 minutes, the vehicle will have to leave, since we have a tight schedule to keep. This is very important so other parents, families, and staff can maintain their schedules. If for any reason, the student is not picked up on time, the student will be brought back to Austin and it will be the parent's responsibility to arrange for the student to be picked up in Austin on that same night. There will be no staff working on the weekends to care for students who are not picked up. If weather conditions in Austin or in the student's hometown prevent safe travel, according to the highway department and/or the airlines, TSD will make the appropriate arrangements after consulting with families.

### **Trust Fund deposits**

Bus and Minivan Chaperones will no longer accept ANY cash at the bus stops. All funds sent to TSD to be deposited in a student's Trust Fund must be in a check or money order and sealed in an envelope with the parent's name, student's name, amount and the purpose for the money (i.e. Trust Fund, special activity etc...) **before** being handed to Chaperone. **However**, parents are encouraged to plan ahead and send all funds to the TSD Business Office rather than sending them via homegoing transportation. (include mailing address).

### **Travel Reimbursement**

Reimbursement is for travel to and from the pick-up and drop-off sites for required weekly and holiday homegoing travel and for individual circumstances related to TSD providing an Free and Appropriate Public Education (FAPE) to each student. Travel reimbursement does not apply to family travel to and from TSD for family participation in school-sponsored activities or family visits.

In order to ensure accuracy in travel reimbursement, the person actually driving and picking up a student from TSD, from the homegoing bus or vehicle stop **MUST** sign the chaperone's paperwork in order to qualify for reimbursement. Some students will not have chaperones on flights and we will reimburse families based on self-reporting. If carpools are used, only the driver will be reimbursed for the drive to/from his/her hometown to the drop off/pick-up site, not for the number of children being picked up.

In order to be reimbursed for the cost of travel to and from school or drop off/pick up sites, the parents of a student who attends TSD must complete a "travel reimbursement" form. This form is available through the Business Office, (512) 462-5365. Payment will be at the reimbursement rate established for the 2009-2010 school year. The parent should submit travel expenses for the 2009-2010 school year to TSD Business Office, 1102 South Congress, Austin, TX 78704 no later than June 30, 2010. A parent may request reimbursement for the fall semester travel by January 31, 2010. Reimbursement forms submitted past the designated deadlines will not be honored.

Referring LEAs will be responsible for the cost of 9 roundtrips, which includes the beginning and end of the school year and holidays.

### **Student Transportation for 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 or appropriate administrator may make an exception if the parent personally requests that the student be permitted to ride with the parent; or, no later than the day before the scheduled trip, the parent must provide the School with a written request that the student be permitted to ride with an adult designated by the parent.

## **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 may 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, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The Principal or appropriate administrator will review the tapes routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

## Visitors To The School

### General Visitors

Parents and others are welcome to visit the school and residential programs. For the safety of those within the School, all visitors must first report to the Security Booth to receive a visitor's pass, then to an instructional department office, or to the Residential department office to sign in. Visitors must comply with all applicable school policies and procedures.

Visits to individual classrooms during instructional time are permitted only with approval of the instructional department administrator and the teacher as long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

Visitors for residential students should make prior arrangements with the appropriate supervisor. When leaving the building and/or campus, you should sign out in the instructional department office or the Residential department.

### Procedures for Visitors to the Classroom

TSD visitors, including all parents, should observe the following procedures:

- Make an appointment with administrator; 24-hour notice would be appreciated.
- Wear a visitor's pass received at the security booth.
- Sign in and sign out at the office of the Principal.
- Limit visit to 1 hour or less, unless other arrangements are made with the administrator.
- Refrain from bringing younger children (siblings) to visit during the instructional day. At other times, if a sibling is visiting, the parent is responsible for supervising their child and ensuring that the visiting child is following all school rules.
- If you wish to discuss your visit, feel free to set up a conference. Please do not use instructional time for discussion.

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

### Visitors Participating in Special Programs for Students

On High School Career Day and College Day, Texas School for the Deaf invites representatives from colleges and universities and other higher education institutions, and prospective employers to present information to interested students.

## Section III

### Residential Services

#### Environment

We make every effort to provide a homelike environment for our residential students and to give every child the opportunities that most parents would give to their own children such as story-telling time for young children, library time, eating out, movies, cooking experiences, special outings, clubs, extracurricular activities, and much more. We ask that all children bring their own pillows and perhaps even their own sheets, blanket, bedspread or comforter, as well as room decorations such as posters, family pictures, stuffed animals, etc. We believe having your child's room feel similar to home is important. Electronic items and other expensive belongings are strongly discouraged due to the possibility of damage, loss or theft.

Electronic items permitted include: Televisions (no larger than 20 inches), VCR/DVD Players, Personal Game Systems (i.e. Gameboy, Sony Play Station Portable), Game Consoles\*, TSD Laptop Computers\*\*, Mobile Videophones\*\*

\*\*Game Consoles, TSD Laptop Computers and Mobile Videophone can only be used in dormitory and cottage living rooms with staff supervision present.

Electronic items not permitted: Desktop or laptop computers brought from home.

#### Communication

##### Mail

Students will receive their mail in the dorm after school. Students sending mail are not permitted to use school stationery or envelopes, or use school postage. Stamps may be purchased in the Business Office or off-campus.

##### Parent Calls to Students

Parents are encouraged to call their children as often as possible. Talking with the dorm staff and setting a specific time to call your child in the dorm is strongly encouraged. If your child's dorm staff is deaf, you should use Relay Texas (711) to communicate through Relay to the staff TTY. Frequently we have activities after school and the students are not necessarily in the dorms when you might try to call. Parents and others may call students at TSD directly, using a Video Interpreting Service such as Sorenson (1-866-327-8877) or Communication Service for the Deaf (1-866-926-8877) or directly through a videophone.

##### Student Calls to Parents

We encourage students to call their families. Students' calls to their parents can be done using the following methods:

1. Calling collect via voice;
2. Using IP Relay (Internet Provider—AT&T, Sprint) using the computer at no cost;
3. Using Video Relay Service (calling to an interpreting service and signing on camera at no cost); or
4. Calling directly to a personal videophone at no cost.
5. TSD cannot accept collect calls. Staff will work with families regarding their preferences for scheduling phone calls.

Due to a variety of activities provided after school hours, the students and staff may not be back in the dorms until the following hours:

Elementary	After 7:00 p.m.
Middle School	After 8:00 p.m.
High School	After 9:00 p.m.

Due to a limited number of phones and videophones for student use, time limits of 15 minutes must be enforced with the understanding that special circumstances will occur.

##### Student Use of Office Phones

Students may use office phones for emergency calls only. Students must have permission from their day or night Residential Educator before using the phone. Calls should be limited, since office phones need to be kept open for residential business.

##### Email

With the permission of the student's parent, the student may obtain a free email account such as Hotmail or Yahoo. Please be aware that TSD will not be able to monitor these emails because they are not part of our internal email system.

### **Personal Property**

We **STRONGLY** encourage your child to leave expensive items at home. Staff cannot be held responsible for loss, damage or possible theft. Padlocks are required for all High School students to lock their closets at all times.

Although we have rules against borrowing or loaning any items, we are unable to prevent this.

We advise that all student belongings should be labeled.

Serial numbers on valuable or electronic items should be listed and kept by the student or family for reporting to the police in the event of theft.

### **Laundry**

Students in the elementary and most students in Special Needs programs will bring laundry home on weekends. Families are requested to launder the clothes and send appropriate clothing back to school with the student for the full week. When necessary, staff will assist students to launder clothing and linens using coin operated washers and dryers.

Students in the middle school and high school programs may be expected to launder their own clothes as part of acquiring daily living skills in preparation for adult life.

Coin operated washers (75 cents) and dryers (50 cents) are available in all residential facilities.

## **Local Students**

Students living in areas where day student transportation is provided may not reside on the TSD campus unless the student's ARD committee determines that the student needs residential placement to access a Free Appropriate Public Education (FAPE).

## **Day Students**

### **Participation in Residential Activities**

Day students may participate in residential programming including athletics, special activities, tutoring, homework center and weekend activities if applicable. They must "sign in" and "sign out" of their assigned dorm and follow the schedule and rules of the residential program. The person designated to pick up the day student should notify the Residential Educator on duty that the student is leaving campus. Failure to sign in immediately after school or upon arrival to campus can result in suspension from the privilege of being on campus during after school hours.

### **Elementary Student Permission, Supervision and Participation**

Day students may participate in Student Life (Deaf Smith Center) activities designated for all students such as after-school sports, clubs, and recreational programs. Parents are responsible for supervising their child before scheduled practices, rehearsals or games and must pick up their child at the time scheduled. The ability to safely supervise and meet the individual needs of the day student, as well as the residential students, will be taken into consideration for continued involvement in programs.

## **Residential and Student Life**

TSD believes in educating the whole person and in our Residential Services Division, we address needs of students based on Social, Physical, Intellectual, Cultural, and Emotional (S.P.I.C.E.) areas of life. It is our goal to help each residential student grow and attain the highest level of independence possible for each individual. Often we find that students may not have been exposed to some basic principles of friendship, dealing with peer pressure, or advocating for themselves. Our Residential staff work diligently to ensure the students do in fact "learn and grow" in these areas.

We encourage all students to participate in as many after school activities as possible and to try new experiences. For our Elementary, Middle School, and Special Needs residential departments, most activities are mandatory so we can expose them to a variety of activities. In High School, we have some mandatory and some optional activities and we try to provide a wide variety that would interest many students.

All programs (HS, MS, Elem, SND and the 18+ program) have daily or weekly routines and activities. Although the schedules vary in each program, they all provide "Study Hour", Student Life planned activities (Ex: swimming, intramurals, arts and crafts, off campus outings, educational presentations, etc.), as well as, dormitory planned activities (Ex: Life Skill training, "family meals" on or off campus, rap sessions, shopping, etc.), daily cleaning duties based on age appropriate expectations, and SPICE presentations or activities

## **Residential Student Travel To and From TSD**

For general information about travel to and from TSD for all Residential Student Travel, please see the section on Transportation.

## Weekly Homegoing Sites and Schedule

### Charter Buses and Other Vehicles.

**Dallas A: Arlington Area and Tyler.** Departures from TSD are usually on Fridays, however, students will have 1 Wednesday departure and 2 Thursday departures for 09-10. Return trips to TSD are usually on Sundays, however, students will have 5 Monday returns.

*Arlington stop:* Kroger Store at 1580 Arkansas Lane & SH 360 between I-20 and I-30

Homegoing Arrival	6:00 pm
TSD Return Departure	5:25 pm

*Tyler stop:* McDonald's at IH-20 and US-69

Homegoing Arrival	8:15 pm
TSD Return Departure	3:10 pm

**Dallas B: Belton, Waco, Mesquite and Arlington (Dallas/Ft. Worth Area).** Departures from TSD are usually on Fridays, however, students will have 1 Wednesday and 2 Thursday departures for 09-10. Return trips to TSD are usually on Sundays, however, students will have 5 Monday returns.

*Belton stop:* McDonald's at 1601 E 6<sup>th</sup> Street and I-35 (Exit 294)

Homegoing Arrival	3:45 pm
TSD Return Departure	6:50 pm

*Waco stop:* International House of Pancakes at 4<sup>th</sup> -5<sup>th</sup> St. and I-35 (Exit 335A)

Homegoing Arrival	4:40 pm
TSD Return Departure	6:00 pm

*Mesquite stop:* McDonald's at 2012 Scyene Rd.

Homegoing Arrival	6:45 pm
TSD Return Departure	3:15 pm

*Arlington stop:* Kroger Store at 1580 Arkansas Lane & SH 360 between I-20 and I-30

Homegoing Arrival	7:25 pm
TSD Return Departure	4:05 pm

**Houston A: Houston—Echo Lane and Beaumont Charter Bus.** Departures from TSD are usually on Fridays, however, students will have 1 Wednesday and 2 Thursday departures for 09-10. Return trips to TSD are usually on Sundays, however, students will have 5 Monday returns.

*Echo Lane stop:* 9303 Katy Freeway at McDonald's (at Echo Lane and I-10 West)

Homegoing Arrival	5:15 pm
TSD Return Departure	5:00 pm

*Beaumont stop:* 3950 IH 10 South at Holiday Inn (Walden St.)

Homegoing Arrival	7:00 pm
TSD Return Departure	3:30 pm

**Houston B: Columbus and Friendswood Charter Bus.** Departures from TSD are usually on Fridays, however, students will have 1 Wednesday and 2 Thursday departures for 09-10. Return trips to TSD are usually on Sundays, however, students will have 5 Monday returns.

*Columbus stop:* Exit 696 off Hwy 71 and I-10 exit at McDonalds

Homegoing Arrival	4:15 pm
TSD Return Departure	6:25 pm

*Echo Lane stop:* 9303 Katy Freeway at McDonald's (at Echo Lane and I-10 West)

Homegoing Arrival 5:45 pm

TSD Return Departure 5:30 pm

*Friendswood stop:* 18190 Gulf Freeway off I-45 at Whataburger

Homegoing Arrival 6:50 pm

TSD Return Departure 4:20 pm

**San Antonio/Laredo Charter. San Marcos, Canyon Lake, San Antonio, Pearsall, and Laredo. Departures from TSD are usually on Fridays, however, students will have 1 Wednesday and 2 Thursday departures for 09-10. Return trips to TSD are usually on Sundays, however, students will have 5 Monday returns.**

**San Marcos Stop:**

***Arrival Location:* 135 Wonder World Drive at Diamond Shamrock;**

***Departure Location:* Exit 212 I-35 Wonder World Drive at Lowe's**

Homegoing Arrival 3:45 pm

TSD Return Departure 7:25 pm

*Canyon Lake Stop:* Exit 191 and IH-35 at Tetco Station

Homegoing Arrival 4:15 pm

TSD Return Departure 7:00 pm

*San Antonio Stop:* 12351 N IH-35 behind the Exxon Tigermart & in front of Sam's Club

Homegoing Arrival 5:45 pm

TSD Return Departure 6:25pm

*Pearsall stop:* Pearsall Travel Center at exit 110

Homegoing arrival 6:10pm

TSD Return Departure 5:00pm

*Laredo Stop:* 5710 San Bernardo Ave at Home Depot

Homegoing Arrival 7:15 pm

TSD Return Departure 4:00 pm

**Rocksprings and Del Rio. Departures from TSD are usually on Fridays, however, students will have 1 Wednesday and 2 Thursday departures for 09-10. Return trips to TSD are usually on Sundays, however, students will have 5 Monday returns.**

*Rocksprings/Del Rio stop:* Super 8 Store (on 377)

Homegoing Arrival 6:00 pm

TSD Return Departure 3:30 pm

**Bryan. Departures from TSD are usually on Fridays, however, students will have 1 Wednesday and 2 Thursday departures for 09-10. Return trips to TSD are usually on Sundays, however, students will have 5 Monday returns.**

*Bryan Stop:* 2714 H 21 West at Fas-Start Market

Homegoing Arrival Bryan 4:30 pm

TSD Return Departure Bryan 6:15 pm

## GLOSSARY

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

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

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

Attendance Review Committee (at TSD, this is the ARD committee) is responsible for reviewing a student's absences when the student's attendance drops below 90 percent of the days the class is offered. Under guidelines adopted by the Board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit lost because of absences.

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

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 directory information, unless the 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, and program modifications or support for 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 schoolwide tests, etc.

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

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

SAT refers to the second 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.

State mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion and the grade 11 exit-level test is a condition of graduation. Students have multiple opportunities to take the tests if necessary, for promotion or graduation.

Student Code of Conduct, developed with the advice of the District Advisory Committee and adopted by the Board, identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the Principal or another administrator to place the student in a Disciplinary Alternative Education Program. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAKS is the Texas Assessment of Knowledge and Skills, the state's current standardized achievement test given to students in certain grade levels and subjects in grades 3-11.

TAKS-Accommodated is a state mandated assessment based on the same grade-level academic achievement standards of TAKS available to certain students who receive special education services who need specific accommodations, as determined by the student and his or her ARD committee.

TAKS-Modified is an alternate state mandated assessment based on modified achievement standards and is administered to eligible students receiving special education services, as determined by the student and his or her ARD committee.

TAKS-Alternate is an alternate state mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student and his or her ARD committee.

TAPPS refers to the Texas Association of Private and Parochial Schools, an organization that oversees educational extracurricular academic, athletic, and fine arts for students in grades 9-12.





**Texas School for the Deaf**  
**Código de Conducta Estudiantil**  
**2008 - 2009**

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## CÓDIGO DE CONDUCTA ESTUDIANTIL

### Propósito

La Escuela responde a los requisitos del Capítulo 37 del Código Educativo de Texas con El Código de Conducta Estudiantil.

El Código provee métodos y opciones para manejar estudiantes en el salón y en los patios de la escuela, la disciplina de estudiantes, y provee e interviene en problemas de disciplina de estudiantes.

La ley requiere que la Escuela defina mala conducta que pueda - o deba- resultar en una gama de consecuencias específicas de disciplina, incluyendo retiro del salón o recinto regular, suspensión, colocación en el programa educativo de disciplina alternativa (DAEP), o expulsión de la escuela.

Este Código de Conducta Estudiantil fue adoptado por la Mesa Directiva de Texas School for the Deaf y formado con recomendaciones del comité del distrito. Este Código proporciona informes a los padres y estudiantes sobre las normas de conducta, consecuencias por mala conducta, y procedimientos para administrar la disciplina.

De acuerdo con la ley estatal, el Código está en exhibición y disponible para su reviso en las oficinas de los Principales. Además, el Código se fijará en el web-site de la Escuela. Los padres recibirán aviso de toda violación de conducta que pueda resultar en suspensión del estudiante, o en colocación en DAEP o expulsión.

Como el Código de Conducta Estudiantil se adopta por la Mesa Directiva de la Escuela, éste es la fuerza de póliza; por lo tanto, en caso de conflicto entre el Código y el folleto estudiantil, el Código prevalecerá.

**Favor de Anotar:** La disciplina de estudiantes con incapacidades quienes son elegibles a servicios bajo ley federal (así como el Acta Educativo para Individuos con Incapacidades y la Sección 504 del Acta de Rehabilitación de 1973), está sujeta a la provisión de esas leyes.

## **Autoridad de Escuela y Jurisdicción**

Reglas de la Escuela y la autoridad de la Escuela para administrar la disciplina aplican cuando el interés de la Escuela está de por medio, dentro o fuera del recinto escolar, con o independiente de clases o actividades patrocinadas por la escuela.

La Escuela tiene autoridad disciplinaria sobre el estudiante:

1. Durante el día académico normal y horas de residencia y mientras el estudiante va o viene a la escuela en transporte de la Escuela;
2. Durante el período de alimento;
3. Mientras el estudiante asiste a cualquier actividad relacionada con la escuela, sin importar la hora o localidad;
4. Por cualquier mala conducta relacionada con la escuela, sin importar la hora o localidad;
5. Cuando ocurre venganza contra empleado o voluntario de la escuela o cuando se amenaza, sin importar la hora o localidad;
6. Cuando se comete travesura criminal dentro o fuera de la propiedad de escuela o en evento relacionado con la escuela;
7. Por ciertas ofensas cometidas dentro de 300 pies de propiedad escolar, como se mida de cualquier punto en la línea del borde de la propiedad;
8. Por ciertas ofensas cometidas mientras está en propiedad de escuela o mientras asiste a evento patrocinado o relacionado con la escuela de otro distrito en Texas;
9. Cuando el estudiante comete felonía, según el Código Educativo 37.006 o 37.0081;y
10. Cuando se requiere que el estudiante se registre como delincuente sexual.

La Escuela tiene el derecho de examinar vehículo que el estudiante conduce a la escuela y que se estaciona en propiedad de escuela cuando haya causa razonable para pensar que el mismo contiene artículos o materias prohibidas por la Escuela.

Administradores de la Escuela pueden conducir inspección rutina y general y búsqueda de armarios.

### **Reportar Crímenes**

Administradores de Escuela reportarán crímenes como lo requiere la ley y darán aviso a las autoridades de ley local cuando el administrador sospeche que se ha cometido crimen en el recinto.

## Disciplinar Estudiantes de TSD

Este Código de Conducta se dirige a las normas para conducta estudiantil, violaciones a conducta general y retiro del sitio educativo, incluyendo suspensión, colocación en Programa Educativo de Disciplina Alternativa (DAEP) y expulsión.

Es importante recordar que, además al Código de Conducta Estudiantil, la disciplina de estudiantes con incapacidades, incluyendo todo estudiante en TSD, está sujeta a las provisiones del Acta Educativo para Individuos con Incapacidades (\*IDEA) y Sección 504 del Acta de Rehabilitación de 1973. Al haber conflicto entre cualquier provisión del Código de Conducta y las provisiones del IDEA y/o la Sección 504, las provisiones del IDEA y la Sección 504 prevalecerán.

De acuerdo con el Código Educativo, estudiantes inscritos en programas de educación especial no se pueden disciplinar por conducta que se define como abuso, acoso, o listas de víctimas (vea glosario), hasta que el comité ARD se junte para revisar la conducta.

Al tomar decisión para ordenar suspensión, colocación en DAEP, o expulsión, no importe que la acción sea obligatoria o discrecional, la Escuela considerará la incapacidad que impide substancialmente que el estudiante comprenda la maldad de su conducta.

Debido a esto, todo informe que sigue aplica a la acción disciplinaria para todo estudiante de TSD.

**Retirar al Estudiante  
de la Presente  
Colocación**

Estudiantes con incapacidades, incluyendo todo estudiante en TSD, pueden ser retirados de la colocación educativa por razones disciplinarias por no más de 10 días escolares tal como se aplican a estudiantes sin incapacidades. El administrador quien hace la determinación final sobre el retiro disciplinario tendrá acceso a datos pertinentes incluyendo el Plan de Intervención al Comportamiento (BIP), si aplica.

Un retiro de la colocación educativa por razones disciplinas incluye colocación en el Programa Educativo de Disciplina Alternativa (DAEP), suspensión a casa hasta tres días y expulsión. El colocación en Suspensión Dentro de Escuela TSD no es retiro del sitio educativo.

## Responsabilidades de Escuela Después de Ciertos Retiros

### *Revisar Determinación de Manifestación*

Después que cualquiera de los siguientes cuatro eventos hayan ocurrido, el Comité ARD conducirá una Revisión para Determinar la Manifestación (MDR), y así determinar si el comportamiento del estudiante es relacionado directamente o substancialmente a la incapacidad o incapacidades del estudiante.

- Se inicia el retiro del estudiante por más de 10 días consecutivos ;
- Se inicia cualquier retiro por menos de 10 días, cual resultará en muestra de retiros que exceden 10 días durante un año académico;
- Se inicia retiro al DAEP por poseer arma o por poseer o solicitar la venta de drogas ilegales; o
- El número total que el estudiante ha sido retirado excede 10 días dentro de un año académico.

El estudiante es retirado del sitio educativo no más tarde que el décimo día, y la Escuela se conviene junta ARD para revisar la relación entre la incapacidad del estudiante y el comportamiento sujeto a acción disciplinaria. El comité ARD puede determinar que el comportamiento no fue manifestación de la incapacidad del estudiante solamente si:

- La conducta en cuestión fue resultado directo por la falta de TSD de poner en fuerza el plan individual educativo (sigla IEP); o
- La conducta en cuestión fue causada por, o directamente se relaciona a la incapacidad del estudiante.

Si el Comité ARD descubre alguna deficiencia en el IEP o en la colocación o en su falta de haber puesto el plan de estudio en práctica, debe tomar pasos inmediatos para remediar las deficiencias.

### *Responsabilidad Cuando el Comportamiento es Manifestación de Incapacidad*

Si el Comité ARD determina que el comportamiento del estudiante es manifestación de la incapacidad del estudiante debido a que el comportamiento fue causado por, o directamente y substancialmente se relaciona a la incapacidad del estudiante, el Comité ARD arreglará para que se conduzca una Evaluación de Comportamiento Funcional (FBA) y se desarrolla un Plan de



Intervención al Comportamiento (BIP) y se asigna fecha para estas actividades. Si el estudiante ya tiene BIP, el Comité ARD arregla para que el BIP sea revisado y modificado como sea necesario para dirigirse al comportamiento y asigna fecha para esta actividad.

Tan pronto como sea práctico, y después de terminar el FBA y el BIP (o el BIP modificado) el Comité ARD se junte de nuevo para adoptar o modificar el BIP o los padres y TSD acuerdan de enmendar el IEP del estudiante con agregar o modificar el BIP.

*Cuando el Comportamiento no es Manifestación de Incapacidad.*

Si el comité ARD determina que el comportamiento no es manifestación de la incapacidad del estudiante porque el comportamiento no fue causado por, ni se relaciona directamente a la incapacidad del estudiante, El Comité ARD arreglará para que se lleve a cabo Evaluación de Comportamiento Funcional (FBA) y para que se proporcionen servicios de comportamiento y modificaciones para dirigirse al comportamiento determinado no haber sido manifestación de la incapacidad del estudiante. Servicios de comportamiento pueden incluir provisiones del Código de Conducta Estudiantil.

*Responsabilidad para Conducir FBA y Desarrollar BIP Relacionado a Drogas u Ofensas de Armas que Infligen Lastimadura Seria al Cuerpo*

Cuando el estudiante ha cometido una ofensa relacionada a drogas o armas y ha causado lastimadura seria al cuerpo de otra persona, el estudiante puede ser colocado en DAEP por no más que 45 días académicos sin importar que el comportamiento haya sido causado por o que tenga relación substancial a la incapacidad del estudiante. En este caso, el Comité ARD arreglará para se lleve a cabo un FBA y se desarrolle un BIP.

*Provisión de Servicios Durante Retiros Más de 10 Días*

Después que el estudiante se haya retirado de su colocación del presente por más de 10 días en un mismo año académico, durante cualquier día subsecuente de retiro, la Escuela asegurará que servicios académicos se proporcionen al estudiante según el Acta Educativo de Individuos con Incapacidades.

*Procedimientos de Protección*

Para informes sobre apelación a cualquier escuela o decisión del Comité ARD relacionado a la disciplina del estudiante, se refieren los padres al folleto, 'Notificación de Procedimientos de Protección; Padres de Estudiantes con Incapacidades'. Todo padre recibe copia de estos procedimientos con la notificación de la junta ARD anual del estudiante.

## **Normas para Conducta Estudiantil**

Se espera que todo estudiante:

- Demuestre cortesía, aún cuando otros no lo hagan.
- Se comporte en una manera responsable, siempre ejercitando disciplina propia.
- Asista a toda clase, regularmente y a tiempo.
- Se prepare para cada clase; lleve los materiales y trabajos correctos a clase.
- Cumpla con normas de aseo y vestuario de la escuela y del recinto.
- Obedezca toda regla del recinto y del salón.
- Respete los derechos y privilegios de estudiantes, maestros, y otro personal de escuela y voluntarios.
- Respete la propiedad de otros, incluyendo propiedad de escuela y del plantel.
- Coopere y asista al personal de escuela en mantener la seguridad, el orden y la disciplina.
- Adhiera a los requisitos de Código de Conducta Estudiantil.

## Violaciones de Conducta en General

Las categorías de conducta que siguen se prohíben en la escuela y en toda actividad relacionada a la escuela, pero la lista no incluye las ofensas más serias. Hay lista en las secciones subsecuentes sobre Suspensión Fuera de Escuela, Colocación en DAEP, Colocación y/o Expulsión por Ciertas Ofensas Serias, y Expulsión, ofensas severas que requieren o permiten consecuencias específicas. Sin embargo, cualquier ofensa puede ser suficientemente seria como para resultar en Retiro de Sitio Educativo Regular según se detalla en la misma sección.

Estudiantes no deben:

### Indiferencia a la Autoridad

- Dejar de cumplir con directivos del personal de escuela (insubordinación).
- Dejar el recinto escolar o eventos patrocinados por la escuela sin permiso.
- Desobedecer reglas de conducta en camiones de escuela.
- Negarse a aceptar las técnicas de disciplina asignadas por el personal de TSD o los administradores.

### Maltrato de Otros

- Usar blasfemias o lenguaje vulgar o hacer gestos indecentes.
- Pelear o luchar. (Para asaltos, véase Colocación o Expulsión DAEP)
- Amenazar a estudiante o empleado de la Escuela, o voluntario incluyendo en propiedad fuera de la escuela, si la conducta causa interrupción substancial al ambiente educativo.
- Envolverse en intimidar, hostigamiento, o hacer lista de víctimas. (vea glosario para definición de los tres términos)
- Envolverse en conducta que constituye hostigamiento sexual o abuso sexual, bien sea por palabra, gesto u otro tipo de conducta, dirigido a otra persona, incluyendo estudiante, empleado de Escuela o voluntario.
- Envolverse en conducta que constituye violencia en noviazgo, incluyendo el uso intencional de abuso físico, sexual, verbal o emocional para amenazar, intimidar o controlar otra persona con quien el estudiante tenía o tiene relación de noviazgo.
- Envolverse en exponer inapropiadamente o indecentemente partes privadas del cuerpo.
- Participar en novatada. (vea glosario)
- Causar a un individuo actuar por medio de amenaza o fuerza (coerción).

- Cometer extorción o chantajear (obtener dinero o un objeto de valor de alguien que no está dispuesto a entregarlo).
  - Envolverse en conducta verbal, física, o sexual incorrecta y dirigida hacia otra persona, incluyendo un estudiante, un empleado de la Escuela, o voluntario.
  - Grabar la voz o imagen de otro sin consentimiento de antemano de la persona, de cualquier manera que interrumpe el ambiente educativo o invade la privacidad de otros.
- Ofensas a Propiedad**
- Dañar o destrozar propiedad ajena. (Para travesura felonía criminal, véase Colocación o Expulsión DAEP)
  - Desfigurar o dañar propiedad de escuela - incluyendo libros, armarios, muebles, y otro equipo con pinturas o por otros medios.
  - Robar de estudiantes, personal o Escuela.
  - Cometer o ayudar en el robo o hurto aunque éste no constituya felonía bajo el Código Penal de Texas. (Para robo o hurto de felonía, véase Colocación o Expulsión DAEP)
- Posesión de Artículos Prohibidos**
- Poseer o utilizar:
    - Fuegos artificiales de cualquier tipo, bombas de humo o hedor, u otro dispositivo de fuegos artificiales;
    - Afeitador, cortador de cartón, cadena, u otro objetos que se usan en una manera que amenaza o inflige lastimadura al cuerpo de otra persona;
    - Arma 'parecida' a una verdadera;
    - Pistola de aire o pistola de postas;
    - Munición;
    - Pistola para atontar;
    - Cualquier navaja, incluyendo navaja de bolsa, con cuchilla menos de 2.5 pulgadas y media de largo ;
    - Aerosol de macis o pimienta;
    - Materiales pornográficos;
    - Productos de tabaco;
    - Fósforos o alumbrado de cigarillo;
    - Apuntador laser en uso más de su uso aceptado; o
    - Cualquier artículo que generalmente se considera como arma, incluyendo artículos de escuela, cuando la principal o asignado determina que existe peligro. (Para armas y

armas de fuego, vea Colocación y Expulsión DAEP)

**Posesión de Artículos  
o Electrónicos de  
Telecomunicación**

- Exhibir, prender, o usar artículo de telecomunicación incluyendo teléfono celular u otro artículo de telecomunicación en propiedad de escuela durante el día académico.

**Drogas Ilegales, con  
Receta o Sin Receta**

- Poseer o vender semillas o piezas de marihuana en cantidad menos de lo utilizable. (Para drogas ilegales, alcohol, e inhaladores, véase Colocación y Expulsión DAEP)
- Poseer, usar, regalar, o vender parafernalia relacionada a toda sustancia prohibida. (vea glosario sobre 'parafernalia')
- Poseer o vender drogas parecidas o tratar de pasar artículos por drogas o contrabando.
- Abusar su propia droga recetada, regalar la receta de droga a otro estudiante, o poseer o estar bajo influencia de droga recetada a otra persona en propiedad de escuela o en evento relacionado a la escuela. (vea glosario sobre 'abuso')
- Abuso de drogas sin receta. (vea glosario sobre 'abuso')
- Estar bajo influencia de drogas recetadas o no recetadas cuales causan impedimento a facultades físicas o mentales. (Véase glosario sobre 'bajo influencia')
- Tener o tomar drogas recetadas o sin receta en la escuela fuera de lo que proporciona póliza de la Escuela.

**Mal Uso de  
Computadoras y el  
Internet**

- Violar pólizas sobre el uso de computadoras, las reglas o acuerdos firmados por el estudiante o sus padres.
- Tratar de tener acceso o evitar contraseñas u otros informes de seguridad de la Escuela, estudiantes, o empleados o poner o crear virus de computadoras, incluyendo en propiedad fuera de la escuela si la conducta causa substancial interrupción al ambiente educativo.
- Tratar de alterar, destruir, o incapacitar computadoras de escuela, datos de Escuela, datos de otros, u otras redes conectadas al sistema de Escuela, incluyendo propiedad fuera de la Escuela si la conducta causa interrupción substancial al ambiente educativo.
- Usar el Internet u otra comunicación electrónica para amenazar estudiantes, empleados o voluntarios, incluyendo propiedad fuera de escuela si la conducta causa interrupción substancial al ambiente educativo.
- Enviar o exhibir mensajes electrónicos que son abusivos, indecentes, de naturaleza sexual, amenazantes, que hostigan,

dañan la reputación de otro, son ilegales, incluyendo en propiedad fuera de la escuela si la conducta causa interrupción substancial al ambiente educativo.

#### Transgresiones a la Seguridad

- Usar email o web-sites en Escuela para animar comportamiento ilegal o amenazar la seguridad académica.
- Poseer materiales publicados o electrónicos cuales son diseñados para promover o animar comportamiento ilegal o que puede amenazar la seguridad académica.
- Envolverse en intercambios verbales (orales o por escrito) cuales amenazan la seguridad de otro estudiante, un empleado de la escuela o la propiedad de escuela.
- Hacer acusaciones falsas o perpetrar engaños sobre la seguridad académica.
- Envolverse en cualquier conducta cual los oficiales de escuela con razón piensen que substancialmente interrumpirá el programa académico o incitará violencia.
- Aventar objetos que puedan causar lastimadura al cuerpo o daño a la propiedad.
- Descargar un extintor de fuego sin razón válida.

#### Ofensas Misceláneas

- Violar las normas de vestuario y aseo como se comunican en el folleto estudiantil.
- Fraudar o copiar el trabajo de otro.
- Jugar dinero.
- Falsificar datos, permisos, u otros documentos relacionados a la escuela.
- Envolverse en acción o demostración que substancialmente interrumpe o materialmente interfiere con actividades académicas.
- Repetidamente violar otras normas de conducta ya comunicadas en el recinto escolar o en el salón.

La Escuela puede imponer reglas en recinto o salón además a las del Código. Estas reglas pueden exhibirse en salón o entregarse al estudiante y pueden o no constituir violación al Código.

## Técnicas para el Manejo de Disciplina

La disciplina está diseñada para mejorar la conducta y para animar estudiantes que adhieran a sus responsabilidades como miembros de la comunidad académica. Acción disciplinaria viene del profesionalismo de maestros y administradores sobre una gama de técnicas para el manejo de disciplina. La disciplina se correlaciona a la seriedad de la ofensa, la edad del estudiante, el grado, la frecuencia del mal comportamiento, el actitud del estudiante, el efecto de la mala conducta en el ambiente educativo, y los requisitos estatutarios.

Debido a estos factores, la disciplina por ofensa particular (a no ser que de otra manera se especifique por ley) puede llevar en consideración una variedad de técnicas y respuestas.

### Técnicas

Las siguientes técnicas para manejo de disciplina pueden usarse solas o en combinación - por comportamiento prohibido en Código de Conducta Estudiantil o por reglas del recinto o salón:

- Corrección verbal, oral o por escrito.
- Tiempo para refrescarse o 'tiempo para calmarse'.
- Cambios en arreglos de asientos en el salón.
- Confiscar temporalmente artículos que interrumpen el proceso educativo.
- Recompensas o deméritos.
- Contratos de comportamiento.
- Consejería por maestro, consejero, o personal administrativo.
- Conferencias entre padres y maestros.
- Reducir grado por engaños o plagios como lo permita la póliza.
- Detención.
- Dirigir al estudiante a la oficina u otra área asignada o a suspensión dentro de escuela.
- Asignar deberes en escuela así como limpiar o recoger basura.
- Suspender privilegios, así como participación en actividades fuera del plan de estudio, elegibilidad para tomar puesto honorario, o socio en clubs patrocinados por la escuela y organizaciones.
- Castigos reconocidos en normas de comportamiento de organizaciones fuera del plan de estudio de estudiantes.

- Suspensión fuera de escuela, como se especifica en la sección de Suspensión Fuera de Escuela de este Código.
- Colocación en DAEP, como se especifica en la sección DAEP de este Código.
- Colocación y/o expulsión en sitio de educación alternativa, como se especifica en la sección Colocación y/o Expulsión por Ciertas Ofensas Serias en este Código.
- Expulsión, como se especifica en la sección Expulsión de este Código.
- Referir a otra agencia o autoridad legal para prosecución criminal además a medios de disciplina impuestos por Escuela.
- Otras estrategias o consecuencias como determinen oficiales de escuela.

**Notificación**

La Principal o administrador apropiado notifica a los padres del estudiante por teléfono o por escrito de cualquier violación que pueda resultar en suspensión fuera de la escuela, colocación en DAEP, o expulsión. Notificación se hará dentro de tres días académicos después que el administrador esté consciente de la violación.

**Apelaciones**

Preguntas o quejas de los padres sobre los medios de disciplina deben dirigirse a la maestra o administrador del recinto, como sea correcto, y de acuerdo con póliza FNG. Una copia de la póliza puede obtenerse en la oficina de la Principal o Superintendente.

Las consecuencias no se esperan al resultado de la demanda.



## Retiro del Sitio Educativo Regular

El "Sitio Educativo Regular" en TSD es el sitio educativo establecido por el comité ARD cuando el comité ARD no se dirige a colocación disciplinaria.

Además a otras técnicas en manejo de disciplina, la mala conducta puede resultar en el retiro del sitio educativo regular en la forma de recomendación rutina o retiro formal.

Recomendación rutina ocurre cuando el maestro envía al estudiante a la oficina del principal como técnica en manejo de disciplina. El principal luego puede usar técnicas adicionales.

El maestro o administrador puede retirar al estudiante de clase por comportamiento que viola este Código para mantener disciplina efectiva en el salón de clase. El maestro también puede iniciar un formal retiro de clase si:

1. El maestro ha documentado el comportamiento del estudiante como interrupción repetida cual interfiere con la capacidad del maestro de enseñar a su clase o con la capacidad de aprender de los compañeros de clase; o
2. El comportamiento es tan ingobernable, interruptivo, o abusivo que el maestro no puede enseñar, y los estudiantes en el salón de clase no pueden aprender.

El maestro o administrador debe retirar al estudiante de clase si el estudiante se envuelve en comportamiento que requiere o permite colocarse en DAEP o expulsarse, según el Código Educativo. Si se retira por esas razones, se deben seguir los procedimientos en la previa sección sobre Disciplina de estudiantes en TSD y las secciones que siguen sobre DAEP o expulsión. De no ser así, dentro de tres días académicos después del retiro formal, el administrador apropiado fijará una reunión ARD con el padre del estudiante; el estudiante; el maestro, en caso que se haya retirado por el maestro; y cualquier otro administrador.

En la reunión ARD, el administrador apropiado le informa al estudiante de la mala conducta de cual se le hacen cargos y las consecuencias. El administrador le permite al estudiante oportunidad de presentar su versión del incidente.

Cuando el estudiante es retirado del salón de clase regular por el maestro y mientras se espera la junta ARD, el administrado puede asignar al estudiante en:

- Suspensión dentro de escuela,
- Suspensión fuera de escuela,
- DAEP

Cuando el maestro formalmente retira al estudiante de clase por conducta contra el maestro, misma que contiene elementos de asalto, asalto agravado, asalto sexual, asalto agravado sexual, asesinato, asesinato con pena de muerte, o intento criminal hacia asesinato o asesinato con pena de muerte, el estudiante no se permite regresar al salón de clase del maestro sin el consentimiento del maestro.

Cuando el maestro formalmente retira al estudiante por cualquier otra conducta, el estudiante puede regresar al salón del maestro sin el consentimiento del maestro, si el comité ARD determina que la clase del maestro es la mejor o la única alternativa disponible.

## Suspensión Fuera de Escuela

### Mala Conducta

Estudiantes pueden suspenderse por cualquier comportamiento nombrado en el Código como violación de conducta en general, ofensa DAEP, u ofensa digna de expulsión.

Al decidir si se debe ordenar una suspensión fuera de la escuela, la Escuela considera:

1. Autodefensa (vea glosario),
2. Intento o falta de intento al tiempo que el estudiante se envolvió en la conducta, y
3. La historia de disciplina del estudiante.

### Proceso

Ley estatal permite que un estudiante sea suspendido por no más que tres días académicos por violación a comportamiento, sin ningún límite en el número de veces que el estudiante puede ser suspendido en un semestre o año académico.

Antes de ser suspendido, el estudiante tendrá una conferencia informal con el administrador apropiado quien avisa al estudiante de cuál conducta él es acusado. Al estudiante se le permite oportunidad de explicar su versión del incidente antes que el administrador tome decisión.

El número de días de la suspensión del estudiante se determina por el administrador apropiado, pero no exceden más de tres días académicos.

El administrador apropiado determinará toda limitación de participación en actividades patrocinadas por la escuela, fuera del plan de estudio o co-curricular.

## Colocación en Programa de Educación Alternativa Disciplinaria (DAEP)

El DAEP se proporciona en un sitio que no sea el salón regular del estudiante. Estudiantes de escuela elementaría no se pueden asignar al DAEP con estudiantes que no son de escuela elementaría.

Para los propósitos del DAEP, la clasificación elementaría será de grado Jardín de Niños hasta grado 5 y las clasificación secundaria será de grados 6 al 12.

Programas de verano que se proporcionan por la Escuela prestan servicio a estudiantes en DAEP junto con otros estudiantes.

Estudiante expulsado por ofensa que por otras razones hubiera resultado en colocación DAEP no necesita colocarse en DAEP además de la expulsión.

La Escuela considera lo siguiente al tomar la decisión de ordenar colocación en DAEP:

1. Autodefensa (vea glosario),
2. La intención o falta de atención al tiempo que el estudiante se envolvió en la conducta, y
3. La historia disciplinaria del estudiante.

El estudiante se puede ordenar a DAEP por las siguientes violaciones:

1. No cumplir con las consecuencias asignadas por violaciones dentro del recinto o normas de conducta en el salón.
2. Dejar la propiedad escolar sin permiso.
3. Envolverse en intimidar, hostigar, o hacer lista de víctimas.
4. Amenazar otro estudiante o empleado de la Escuela dentro o fuera de la propiedad escolar.
5. Envolverse en conducta que constituye hostigamiento sexual o abuso sexual bien sea por palabra, gesto, u otra conducta incluyendo solicitar favores sexuales dirigidos hacia otro estudiante o empleado de la Escuela.
6. Envolverse en incorrecta o indecente exposición de partes privadas del cuerpo.
7. Novatada.
8. Causar a un individuo actuar por medio de fuerza o amenaza

*Colocación  
Discrecional en  
General: Mala  
Conducta que Puede  
Resultar en DAEP*

(coerción).

9. Cometer extorción o chantaje.
10. Envolverse en conducta incorrecta verbal, física, o sexual dirigida hacia otro estudiante o empleado de Escuela.
11. Daño o vandalismo hacia propiedad de Escuela.
12. Desfigurar o dañar propiedad académica.
13. Robar a estudiante, personal, o escuela.
14. Cometer o ayudar en robo o hurto aunque no sea felonía bajo el Código Penal de Texas.
15. Posesión de:
  - Navaja de afeitar, cortador de cartón, o cualquier otro objeto que se use en forma de amenazar o infligir lastimadura a otra persona
  - Artículos que 'tienen parecido' a armas
  - Cualquier navaja incluyendo navaja de bolsa con cuchilla menos de 2.5 pulgadas
  - Pistola para atontar
  - Pistola de aire o postas
  - Aerosol de macis o pimienta
  - Productos de tabaco
  - Cualquier artículo que generalmente no se considera como arma, incluyendo artículos de escuela, cuando la principal o asignado determina que existe peligro.
16. Poseer, usar, regalar, o vender parafernalia relatada a alguna sustancia controlada.
17. Poseer o vender drogas o artículos parecidos a lo verdadero e intentar de pasarlos como drogas o contrabando.
18. Abuso de su propia droga recetada, regalar droga recetada a otro estudiante, o poseer o estar bajo influencia de la droga recetada a otra persona en propiedad de escuela o en eventos relacionados a la escuela.
19. Tener o llevar drogas por o sin receta a la escuela, además de lo que se provee por póliza de TSD.
20. Usar email o web-sites en la escuela para animar comportamiento ilegal o amenazar la seguridad de escuela.
21. Envolverse en intercambios verbales (orales o escritos) que amenazan la seguridad de otro estudiante, empleado de

escuela, o propiedad de escuela.

22. Hacer falsas acusaciones o perpetrar engaños sobre la seguridad de escuela.
23. Envolverse en toda conducta que con razón los oficiales de escuela piensen substancialmente interrumpe el programa académico o incita violencia.
24. Aventar objetos que causan lastimadura al cuerpo o daño a la propiedad.

*Mala Conducta  
Definida por Ley  
Estatal*

De acuerdo con ley estatal, el estudiante **puede** colocarse en DAEP por cualquiera de las siguientes ofensas:

- Participación en fraternidad de escuela pública, hermandad de mujeres o sociedad secreta, incluyendo participar como socio o hacer juramento, o solicitar a otra persona que haga juramento o se haga miembro de fraternidad, hermandad, sociedad secreta, o pandilla. (vea glosario)
- Envolverse en actividad de pandillas criminales de la calle. (vea glosario)
- Cualquier travesura criminal, incluyendo felonía.

De acuerdo con ley estatal, el estudiante **puede** colocarse en DAEP si la superintendente o su asignado con razón piensan que el estudiante se ha envuelto en conducta que lleva castigo como felonía (véase glosario), aparte que aquellos en la lista de ofensas que envuelven lastimadura a persona en Título 5 (véase glosario) del Código Penal de Texas, que ocurra fuera de propiedad de escuela y no en evento patrocinado por or relacionado a la escuela, si la presencia del estudiante en el salón de regla amenaza la seguridad de otros estudiantes o maestros o que será perjudicial al proceso académico.

El administrador apropiado **puede**, pero no se requiere que ordene al estudiante a DAEP por conducta fuera del recinto por cual se requiere colocación bajo ley estatal, si el administrador no tiene conocimiento de la conducta antes del primer aniversario de la fecha en cual ocurrió la conducta.

El estudiante **debe** colocarse en DAEP si el estudiante:

- Se envuelve en conducta relacionada a una alarma o reporte falso (incluyendo amenaza de bomba) o amenaza terrorista que envuelve una escuela pública. (vea glosario)

*Ciertas Felonías  
Colocación  
Obligatoria: Mala  
Conducta que  
Requiere Colocación  
en DAEP*

- Comete las ofensas que siguen en propiedad escolar o dentro 300 pies de propiedad de escuela como se mide de cualquier punto del borde de la propiedad, o mientras asiste a evento o actividad patrocinada o relacionada a la escuela dentro o fuera de la propiedad de escuela:
  - Se envuelve en conducta castigada como felonía.
  - Comete asalto (vea glosario) bajo Código Penal de Texas 22.01(a)(1).
  - Vende, regala, o entrega a otra persona, o posee, usa, o está bajo influencia de marihuana, sustancia controlada, o droga peligrosa en una cantidad que no constituye ofensa de felonía. (Ofensas de droga relacionadas a la escuela como felonía se declaran en la sección Expulsión.)
  - Vende, regala o entrega a otra persona bebida alcohólica; comete seria conducta u ofensa mientras bajo influencia de alcohol; o posee, usa, o está bajo influencia de alcohol, si la conducta no se castiga como ofensa felonía. (Ofensas de alcohol que son felonía relacionadas a escuela se declaran en la sección Expulsión.)
  - Se comporta de tal manera que contiene elementos de ofensa relacionada a químicas volátiles y abusivos.
  - Se comporta de tal manera que contiene elementos de ofensa obscenidad pública o exposición indecente.
- Participa en conducta que lleva expulsión y es de edad seis a nueve años.
- Comete violación de armas federales y es menor de seis años de edad.
- Participa en conducta que contiene elementos de ofensa de venganza contra empleado de escuela o voluntario dentro o fuera de propiedad de escuela. (Venganza en combinación con otra ofensa que lleva expulsión se declara en la sección de Expulsión de este Código.)
- Participa en conducta castigada como felonía según la lista bajo el Título 5 (véase glosario) del Código Penal de Texas cuando la conducta ocurre fuera de propiedad de escuela y no en evento patrocinado o relacionado a la escuela, y:
  1. Estudiante recibe procesamiento diferido (vea glosario),
  2. La corte o jurado determina que el estudiante participó en conducta delincente (vea glosario), o
  3. La superintendente o su asignado con razón piensan que el

estudiante participó en la conducta (vea glosario).

**Asalto Sexual y  
Asignados en el  
Recinto**

Si el estudiante es condenado de abuso sexual continuo de un niño joven o niños o se condena de o se ordena procesamiento diferido por asalto sexual o asalto sexual agravado contra otro estudiante, y si los padres de la víctima así lo piden, el estudiante que ofendió se transfiere a DAEP.

**Emergencias**

En una emergencia, la principal o su asignado puede ordenar que el estudiante se ponga inmediatamente en DAEP por cualquier razón que la colocación en DAEP se pueda hacer cuando no es emergencia.

**Proceso**

Retiros al DAEP se harán por la Principal o Directoras de Instrucción o Servicios de Apoyo para los Estudiantes.

*Conferencia*

Cuando el estudiante se retira de clase por ofensa DAEP, el administrador apropiado programa conferencia dentro de tres días académicos con los padres del estudiante, el estudiante, y la maestra, en casos donde fue retirado por la maestra.

En la conferencia, el administrador apropiado informa al estudiante, oralmente o por escrito, de las razones por haberse retirado y presenta al estudiante explicación por el retiro y oportunidad para que él responda a las razones de su retiro.

Después de intentos válidos para pedir la presencia de los padres, la Escuela puede llevar a cabo la conferencia y tomar la decisión de colocación aunque el estudiante o sus padres no asistan a la conferencia.

*Orden de Colocación*

Después de la conferencia, si el estudiante se retira al DAEP, el administrador apropiado escribe la orden de colocación. Una copia de la orden para colocar en DAEP se envía al estudiante y sus padres.

Antes del segundo día después de la conferencia, el asignado de la mesa directiva entrega a la corte juvenil copia de la orden para colocar y todo informe que requiere la Sección 52.04 del Código de Familia.

Si el estudiante se ordena a DAEP y el tiempo de colocación es inconsistente con las guías incluidas en este Código, la orden de colocación entrega notificación de su inconsistencia.

**Período de Colocación**

El período de colocación del estudiante en DAEP se determina por la Principal o Directoras de Instrucción o Servicios de Apoyo para Estudiantes.

El período de colocación del estudiante se determina caso por caso. Colocación en DAEP será correlacionado a la seriedad de la



ofensa, la edad del estudiante y el nivel de grado, la frecuencia de la mala conducta, la actitud del estudiante, y los requisitos estatutarios.

El período máximo en DAEP será un año civil, con la excepción de lo siguiente.

*Excede un Año*

Colocación en DAEP puede exceder un año cuando la revisión de la escuela determina que:

1. El estudiante es una amenaza a la seguridad de otros estudiantes o a empleados de la Escuela, o
2. Colocación extendida es para mayor bien del estudiante.

Las limitaciones del período de colocación en DAEP no aplican a colocación que resulta por decisión de la mesa directiva de colocar estudiante envuelto en asalto sexual contra otro estudiante para que los estudiantes no estén asignados a un mismo salón.

*Excede Año Académico*

Se puede exigir que estudiantes quienes cometen ofensas que requieren colocación en DAEP al fin del año académico sigan en la misma colocación al principio del próximo año académico para terminar su colocación asignada.

Para colocación en DAEP que se extienda más allá del fin del año académico, la Principal o Directoras de Instrucción o Servicios de Apoyo para Estudiantes deben determinar que:

1. La presencia del estudiante en el salón regular o en el recinto presenta peligro de daño físico al estudiante u otros, o
2. El estudiante se envolvió en mal comportamiento serio y persistente que viola el Código de la Escuela (véase glosario).

*Excede 60 Días*

Para colocación DAEP que excede más de 60 días o el fin del próximo período de calificación, cual sea más próximo, se avisa al padre del estudiante y se le presenta oportunidad para participar en audiencia ante la Principal o Directora.

**Apelaciones**

Preguntas de los padres sobre los medios de disciplina deben dirigirse a la administración. Apelaciones sobre la decisión de colocación en un DAEP deben dirigirse al principal o Directoras de Instrucción, de Servicios en Residencias, o Servicios de Apoyo a los Estudiantes. Toda otra apelación sobre colocación en DAEP debe dirigirse según la póliza FNG (LOCAL). Una copia de esta póliza puede obtenerse en la oficina de la Principal o Directora.

Consecuencias disciplinarias no se defieren pendientes al resultado de la apelación. La decisión de colocar al estudiante en

DAEP no se puede apelar más allá de la mesa directiva.

**Limitaciones durante Colocación**

La Escuela no permite que el estudiante colocado en DAEP participe en cualquier actividad fuera o junto al plan de estudio patrocinado por la escuela o relacionada a la escuela ni tampoco buscar puesto honorario ni hacerse miembros de clubs u organizaciones patrocinadas por la escuela.

La escuela proporciona transporte para estudiantes en DAEP.

Estudiantes de último grado quienes son elegibles a graduación y que son asignados a DAEP al tiempo de graduación, tendrán el último día de instrucción como su último día de colocación en el programa, y el estudiante se permitirá participar en la ceremonia de graduación y actividades relacionadas a graduación a no ser que se especifique de lo contrario en la orden de DAEP.

**Revisión de Colocación**

Estudiantes en DAEP reciben revisión de su estado, incluyendo el estado académico, por la Principal o Directora. En caso de estudiante de secundaria, el progreso hacia graduación y el plan de graduación del estudiante también se revisan. Al tiempo de la revisión, el estudiante o sus padres tienen oportunidad de presentar contras para el regreso del estudiante al salón o recinto regular. El estudiante no puede regresar al salón de la maestra quien lo retiró sin el consentimiento de la maestra.

**Mala Conducta Adicional**

Si durante el término de colocación en DAEP, el estudiante se envuelve en conducta adicional por cual colocación en DAEP o expulsión se requiera o permita, procedimientos adicionales se pueden llevar a cabo, y el administrador apropiado puede poner orden de disciplina adicional como resultado de estos procedimientos.

**Notificación de Procedimiento Criminal**

La oficina del fiscal avisa a la Escuela si el estudiante se ordena a DAEP por ciertas ofensas incluyendo cualquier felonía, contención ilegal, exposición indecente, asalto, conducta mortal, amenazas terrorista, crimen organizado, ciertas ofensas con drogas, o posesión de un arma, y:

1. El procesamiento del caso de estudiante se negó por falta de mérito para procesamiento o por insuficiente evidencia y no se iniciará ningún procedimiento formal, juicio o procesamiento diferido; o
2. La corte o el jurando determinó que el estudiante no es culpable, o se determina que el estudiante no se envolvió en conducta delincuente o conducta que indica necesidad para supervisión, y el caso fue despedido con prejuicios.

Si el estudiante se colocó en DAEP por tal conducta, la Principal o directora, al recibir notificación del fiscal revisará la colocación

del estudiante y propone una revisión con los padres del estudiante no más tarde que el tercer día después que la Principal o Directora reciba notificación del fiscal. El estudiante no puede regresar al salón regular pendiente a la revisión.

Después de revisar la notificación y después de recibir informes de los padres, la Principal o directora pueden continuar con la colocación del estudiante si hay razón para pensar que la presencia del estudiante en el salón regular amenaza la seguridad de otros estudiantes o maestros.

El estudiante o sus padres pueden apelar la decisión de la Principal o Directora a la mesa directiva. El estudiante no puede regresar al salón regular pendiente la apelación. En caso de apelación, la mesa directiva en su siguiente junta ya programada, revisa la notificación del fiscal y recibe informes del estudiante, sus padres, la Principal o Directora, y confirma o invierte la decisión de la Principal o Directora. La mesa directiva toma notas del procedimiento.

Si la mesa directiva confirma la decisión de la Principal o Directora, el estudiante y sus padres pueden apelar al Comisionado de Educación. El estudiante no puede regresar al salón regular pendiente la apelación.

**Retiro durante el  
Proceso**

Cuando el estudiante viola el Código de la Escuela en manera que requiere o permite que el estudiante sea colocado en DAEP y el estudiante se retira de la Escuela antes que la orden de colocación se haya terminado, la Escuela puede terminar el procedimiento y publicar orden de colocación. Si el estudiante luego se vuelve inscribir en la escuela durante el mismo o siguiente año académico, la Escuela puede poner en fuerza la orden a ese tiempo, menos cualquier período de colocación que ya se haya servido durante el tiempo que el estudiante estuvo en otra escuela. Si la Principal o Directora falta al no publicar orden de colocación después que el estudiante se retire, el siguiente distrito en cual el estudiante se inscribe puede terminar el procedimiento y publicar orden de colocación.

**Estudiantes  
Nuevamente Inscritos**

La Escuela decide caso por caso si se debe continuar la colocación de estudiante que se inscribe en la Escuela y quien fue asignado a DAEP en escuela contratada de inscripción libre u otro distrito. La Escuela puede colocar al estudiante en el DAEP de la Escuela o en sitio de salón.

Un estudiante nuevamente inscrito asignado a DAEP en un distrito de otro estado se coloca lo mismo que cualquier otro estudiante nuevamente inscrito si el comportamiento cometido es razón para colocación en DAEP en la Escuela que lo recibe.

Si el estudiante fue colocado en DAEP por distrito escolar de otro estado por un período que excede un año, la Escuela, por ley estatal, reducirá el período de colocación para que éste no exceda más de un año. Sin embargo, después de revisión la colocación puede extenderse más allá de un año si la Escuela determina que el estudiante es amenaza a la seguridad de otros estudiantes o empleados o la colocación extendida es de mayor bien para el estudiante.

**Procedimiento para  
Colocación de  
Emergencia**

Cuando colocación de emergencia ocurre, el estudiante recibe notificación oral de la razón por la acción. El estudiante recibirá la conferencia apropiada como se requiere por ser asignado a DAEP no más tarde que el décimo día después de la fecha de colocación.

## Colocación y/o Expulsión por Ciertas Ofensas Serias

Esta sección incluye dos categorías de ofensas serias por cuales el Código Educativo provee procedimientos únicos y consecuencias específicas.

### **Delincuentes Sexuales Registrados**

Al recibir notificación de acuerdo con ley estatal que se requiere registrar a un estudiante como delincuente sexual, la administración debe retirar al estudiante del salón regular y debe determinar la colocación apropiada a no ser que la corte ordene colocación JJAEP.

Si el estudiante está bajo cualquier tipo de supervisión por la corte, incluyendo libertad condicional, supervisión comunitaria, o libertad bajo palabra de honor, la colocación será DAEP o JJAEP por cuando menos un semestre.

Si el estudiante no está bajo ningún tipo de supervisión por la corte, la colocación puede ser en DAEP o JJAEP o un semestre o la colocación puede ser en el salón regular si la mesa directiva o su asignado determina que la presencia del estudiante:

1. Amenaza la seguridad de otros estudiantes o maestros,
2. Será perjudicial al proceso educativo, o
3. No es para mayor bien de los estudiantes de la Escuela.

### **Comité de Revisión**

Al fin del primer semestre de la colocación del estudiante en el sitio de educación alternativa y antes del principio de cada año académico por cual el estudiante permanece en colocación alternativa, la Escuela conviene Comité ARD para revisar la colocación del estudiante. El comité recomienda si el estudiante debe regresar al salón regular o permanecer en misma colocación. A no ser que haya resultado especial, la mesa directiva o su asignado deben seguir la recomendación del comité.

### **Estudiante Nuevamente Inscrito**

Si el estudiante se inscribe en la Escuela durante colocación obligatoria como delincuente sexual registrado, la Escuela puede contar el tiempo que ya pasó el estudiante en colocación o puede requerir un semestre adicional en colocación alternativa sin conducir revisión de la colocación.

### **Apelación**

El estudiante o sus padres pueden apelar colocación con pedir conferencia entre la mesa directiva o su asignado, el estudiante, y sus padres. La conferencia se limita al hecho de determinar si se requiere que el estudiante se registre como delincuente sexual. Cualquier decisión de la mesa directiva o su asignado bajo esta sección es final y no se puede apelar.

## Ciertas Felonías

Sin importar si la colocación o expulsión se requiere o se permite por una de las razones en secciones DAEP o Expulsión, de acuerdo con el Código Educativo 37.0081, el estudiante **puede** expulsarse y colocarse bien sea en DAEP o JJAEP si la mesa directiva o su asignado llegan a ciertos resultados y las siguientes circunstancias existen junto con la ofensa felonía bajo el Título 5 del Código Penal de Texas (vea glosario). El estudiante debe:

- Haber recibido procesamiento diferido por conducta definida como ofensa felonía del Título 5;
- Haber sido encontrado por corte o jurado como participante en conducta delincuente por conducta definida como ofensa felonía del Título 5;
- Haber recibido cargos por participación en conducta definida como ofensa felonía del Título 5;
- Haber sido referido a corte juvenil por alegación de conducta delincuente como ofensa felonía del Título 5; o
- Haber recibido libertad condicional o procesamiento diferido, haber sido arrestado por, cargos de, o condenado de ofensa felonía del Título 5.

La Escuela puede expulsar al estudiante y ordenar colocación bajo estas circunstancias sin importar:

3. La fecha cuando la conducta del estudiante ocurrió,
4. La localidad donde ocurrió la conducta,
5. Si la conducta ocurrió mientras el estudiante estaba inscrito en la Escuela, o
6. Si el estudiante terminó con éxito los requisitos que la corte impuso en conexión con la conducta.

### *Audiencia y Resultados Obligatorios*

El estudiante primero debe pasar por audiencia ante la mesa directiva o su asignado, quien debe determinar que además a las circunstancias ya mencionadas cuales permiten la expulsión, la presencia del estudiante en el salón regular:

7. Amenaza la seguridad de otros estudiantes o maestros,
8. Sería perjudicial al proceso educativo, o
9. No es para mayor bien de los estudiantes de la Escuela.

Cualquier decisión bajo esta sección de la mesa directiva o su asignado es final y no se puede apelar.

*Período de Colocación*

El estudiante está sujeto a la colocación hasta que:

10. El estudiante se gradúe de secundaria,
11. Se le quiten los cargos o sean reducidos a un delito menor, o
12. El estudiante termine el período de colocación o sea asignado a otro programa.

*Estudiantes Nuevamente Inscritos*

Un estudiante de otro distrito escolar que se inscribe en la Escuela antes de terminar colocación bajo esta sección, debe terminar el período de colocación.

## Expulsión

Expulsión  
Discrecional: Mala  
Conducta que Puede  
Resultar en Expulsión

Al determinar la orden de expulsión, bien sea acción obligatoria o discrecional, la Escuela debe considerar:

1. Autodefensa (vea glosario),
2. Intención o falta de intención al tiempo que el estudiante se envolvió en la conducta, y
3. La historia disciplinaria del estudiante.

Un estudiante **puede** ser expulsado por:

*Cualquier Localidad*

- Envolverse en lo siguiente sin importar donde se lleve a cabo:
  - Envolverse en conducta que contiene elementos de asalto en venganza contra empleado de escuela o voluntario, bajo el Código Penal 22.01(a)(1).
- Envolverse en conducta que contiene elementos de una de las siguientes ofensas contra otro estudiante, sin importar la localidad donde la conducta se haya llevado a cabo:
  - Asalto agravado.
  - Asalto sexual.
  - Asalto sexual agravado.
  - Asesinato.
  - Asesinato con pena de muerte.
  - Tratar criminalmente de cometer asesinato o asesinato que lleva pena de muerte.
  - Robo agravado.
- Cometer cualquiera de las siguientes ofensas en o dentro de 300 pies de propiedad de escuela, como se mide de cualquier punto del borde de la línea de propiedad verdadera, o mientras asiste a evento patrocinado por o relacionado a la escuela dentro o fuera de la propiedad de escuela:
  - Envolverse en conducta que contiene elementos de ofensa relacionados a productos químicos volátiles abusivos.
  - Envolverse en conducta que contiene elementos de asalto contra un empleado o voluntario bajo Sección 22.01(a)(1).
  - Envolverse en conducta mortal. (vea glosario)
- Envolverse en la siguiente conducta mientras está dentro de 300 pies de la propiedad de escuela, como se mide de cualquier punto del borde de la línea de propiedad verdadera de la Escuela:

*Dentro de 300 Pies  
de la Escuela*



- Asalto agravado, asalto sexual, o asalto sexual agravado.
- Incendio provocado. (vea glosario.)
- Asesinato, asesinato que lleva pena de muerte, o tratar criminalmente de cometer asesinato o asesinato que lleva pena de muerte.
- Indecencia con un niño, secuestro agravado, homicidio involuntario, homicidio criminal y negligente, robo agravado.
- Abuso sexual continuo contra un niño menor, o niños.
- Ofensa felonía relacionada a drogas o alcohol.
- Uso, posesión, exhibición de arma (como se define por ley estatal), navaja ilegal, garrote, o arma prohibida, o posesión de arma (como se define por ley federal).

*Propiedad de Otro Distrito*

- Cometer cualquier ofensa que lleve expulsión obligatoria por el estado si la ofensa se comete en propiedad de otro distrito en Texas o mientras el estudiante asiste a actividad patrocinada o relacionada a la escuela en escuela de otro distrito en Texas.

*Mientras en DAEP*

- Envolverse en ofensas serias o mal comportamiento persistente que violan el Código de la Escuela, mientras en DAEP (vea glosario).

**Expulsión Obligatoria:  
Mala Conducta que  
Requiere Expulsión**

El estudiante **debe** ser expulsado por cualquiera de las siguientes ofensas que ocurran en propiedad de escuela o mientras asiste a actividad patrocinada por o relacionada a la escuela, dentro o fuera de propiedad de escuela:

*Ley Federal*

- Traer arma a la escuela, como lo defina la ley federal. ‘Arma’ bajo ley federal incluye:
  - Cualquier arma (incluyendo arma de arranque) que está diseñada o que rápidamente puede convertirse a una que expelle un proyectil por acta explosiva.
  - Marco o receptor de tal arma.
  - Silenciador de arma o arma de fuego.
  - Cualquier dispositivo destructivo, así como explosivo, incendiario o bomba de gas envenenador o granada.

*Código Penal de Texas*

- Usar, exhibir, o poseer los siguientes, como se definan por el Código Penal de Texas:
  - Un arma (cualquier dispositivo diseñado, hecho, o adaptado para expeler proyectil de barril por medio del uso de energía generada por explosión o sustancia o cualquier

dispositivo que rápidamente se puede convertir para ese uso), a no ser que el uso, la exhibición, o posesión del arma ocurra en un sitio fuera del recinto escolar y sitio aprobado como lugar de práctica o competición o en una actividad educativa y deportiva patrocinada por el Departamento de Parques y Fauna o por organización deportiva que trabaja con dicho departamento.

- Navaja ilegal como lo define la ley (navaja con cuchilla más de 5½ pulgadas, instrumento de mano diseñado para cortar o apuñalar a otro al aventarse, daga, incluyendo pero no limitado a daga corta, daga afilada, daga de puñal, daga para cazar, espada, lanza) y cualquier navaja con cuchilla entre 2 ½ y 5 ½ pulgadas de largo.
- Un garrote (vea glosario) así como instrumento especialmente diseñado, hecho, o adaptado con el propósito de infligir lastimadura seria al cuerpo o muerte al golpear una persona con el instrumento, incluyendo bate, garrote de vigilante nocturno, macis y hacha de guerra de los indios norteamericanos.
- Arma prohibida, así como arma explosiva, ametralladora, arma de fuego con barril corto, cuchillo en cartucho, nudillos, munición que perfora, dispositivo químico, pistola silbadora. (vea glosario)
- Comportar en manera que contiene elementos de las siguientes ofensas bajo el Código Penal de Texas:
  - Asalto agravado, asalto sexual, o asalto sexual agravado.
  - Incendio provocado. (vea glosario)
  - Asesinato, asesinato que lleva pena de muerte, o tratar criminalmente de cometer asesinato o asesinato que lleva pena de muerte.
  - Indecencia con un niño.
  - Secuestro agravado.
  - Robo agravado.
  - Homicidio involuntario.
  - Homicidio criminalmente negligente.
  - Abuso sexual continuo contra un niño o niños.
- Comportamiento castigado como felonía que envuelve vender, regalar, o entregar a otra persona, o poseer, usar, o estar bajo influencia de marihuana, sustancia controlada, droga peligrosa, o alcohol; o cometer acta u ofensa seria

mientras está bajo influencia de alcohol.

- Envolverse en venganza contra empleado o voluntario de la escuela junto con una de las ofensas ya mencionadas que llevan expulsión obligatoria, con la excepción de ofensa por arma federal dentro o fuera de la propiedad de escuela o en actividad relacionada a la escuela.

**Menor de Diez Años**

Cuando un estudiante bajo la edad de diez se envuelve en comportamiento que lleva expulsión, el estudiante no será expulsado, pero se colocará en DAEP. Un estudiante menor que seis años no se colocará en DAEP a no ser que el estudiante cometa ofensa federal con arma.

**Emergencia**

En emergencia, la Principal o Directora puede ordenar la expulsión inmediata del estudiante por cualquier razón de cual expulsión se **puede** hacer a base de no ser emergencia.

**Proceso**

Si se piensa que el estudiante ha cometido ofensa que lleva expulsión, la Principal o Directora programarán audiencia dentro de un tiempo razonable. Los padres del estudiante se invitan por escrito a la audiencia.

Hasta que se pueda llevar a cabo la audiencia, la Principal o Directora puede colocar al estudiante en:

- Otro salón adecuado
- Suspensión dentro de escuela
- Suspensión fuera de escuela
- DAEP

**Audiencia**

Un estudiante que enfrenta expulsión recibirá audiencia con proceso debido y apropiado. El estudiante tiene derecho a:

1. Representación por sus padres u otro adulto que pueda proveer dirección al estudiante y quien no es empleado de la Escuela,
2. Oportunidad de atestiguar y presentar evidencia y testigos a la defensa del estudiante, y
3. Oportunidad de interrogar los testigos de la Escuela.

Después de avisar al estudiante y sus padres de la audiencia, la Escuela puede llevar a cabo la audiencia sin importar si el estudiante o sus padres asisten.

La mesa directiva delega a la Principal o Directora autoridad para conducir audiencias y expulsar estudiantes.

**Revisión de la  
Expulsión por la  
Mesa Directiva**

Después de audiencia debida, el estudiante expulsado puede pedir que la mesa directiva revise la decisión de expulsión. El

estudiante o padres deben entregar solicitud por escrito a la Superintendente dentro de siete días después del recibo por escrito de la decisión. La Superintendente debe notificar al estudiante o sus padres de la fecha, hora, y sitio de la junta donde la mesa directiva revisará la decisión.

La mesa directiva revisa los datos de la expulsión en junta cerrada a no ser que los padres pidan por escrito que el asunto se lleve a cabo en junta libre. La mesa directiva puede también escuchar declaración del estudiante o padres y de la Superintendente, Principal, o Directora.

La mesa directiva escuchará declaraciones por los partidos durante la revisión y su decisión se basa en evidencia reflejada de los datos y cualquier declaración hecha por los partidos presentes durante la revisión. La mesa directiva hará y comunicará su decisión oralmente en la conclusión de la presentación. Consecuencias no se difieren pendientes al resultado de la audiencia.

**Orden de Expulsión**

Después del proceso de la audiencia debida, si el estudiante es expulsado, la mesa directiva o su asignado entrega al estudiante y sus padres una copia de la orden de expulsión del estudiante.

No más tarde que el segundo día de negocio después de la audiencia, la Principal o Directora entregará a la corte juvenil una copia de la orden de expulsión y los informes que se requieren por Sección 52.04 del Código Familiar.

Si el período de la expulsión es inconsistente con las guías incluidas en el Código de Conducta Estudiantil, la orden de expulsión recibirá aviso de la inconsistencia.

**Período de Expulsión**

El periodo de expulsión es correlacionado a la seriedad de la ofensa, la edad y grado del estudiante, la frecuencia del mal comportamiento, actitud del estudiante, y requisitos estatutarios.

El período de expulsión del estudiante se determinará a base de caso por caso. El período máximo de expulsión es un año del calendario excepto como se provee abajo.

La expulsión no puede exceder un año a no ser que después de revisión, la Escuela determine que:

1. El estudiante es amenaza a la seguridad de otros estudiantes o empleados de la Escuela, o
2. Expulsión extendida es de mayor bien para el estudiante.

Leyes estatales y federales requieren que el estudiante sea expulsado del salón por un período de cuando menos un año del calendario por traer arma de fuego a la escuela, como lo define la

ley federal. Sin embargo, la Principal o directora puede modificar el período de expulsión a base de caso por caso.

Estudiantes quienes cometen ofensas al fin del año cuales requieren expulsión de un año académico pueden expulsarse hasta el siguiente año académico para terminar el período de expulsión.

**Retiro durante  
Proceso**

Cuando el estudiante ha violado el Código de Escuela de tal manera que requiere o permite expulsión de la Escuela y el estudiante se retira de la Escuela antes que la audiencia de expulsión se lleve a cabo, la Escuela puede conducir la audiencia después de enviar notificación por escrito a padres y al estudiante.

Si el estudiante luego se inscribe en la Escuela durante el mismo o subsecuente año académico, la Escuela puede poner en fuerza la orden de expulsión a ese tiempo, menos el período de expulsión que ya se haya servido por el estudiante durante su inscripción en otra Escuela.

**Mala Conducta  
Adicional**

Si la Principal o Directora no publica orden de expulsión después que el estudiante se retire, el siguiente distrito donde el estudiante se inscribe puede terminar el procedimiento.

**Limites durante  
Expulsión**

Si durante la expulsión, el estudiante se envuelve en conducta adicional por cual colocación en DAEP o expulsión se requiera o permita, procedimientos adicionales pueden llevarse a cabo, y el administrador apropiado o la mesa directiva puede publicar orden adicional de disciplina como resultado de estos procedimientos.

Estudiantes expulsados se prohíben en propiedad de escuela ni tampoco pueden asistir a actividades patrocinadas o relacionadas a la escuela durante el período de expulsión. No se recibe crédito académico por el trabajo que se pierde durante el período de expulsión a no ser que el estudiante esté inscrito en un JJAEE u otro programa aprobado por el distrito.

**Estudiantes  
Nuevamente Inscritos**

Al inscribirse en la Escuela, la Escuela decide a base de caso por caso la colocación de estudiantes sujetos a orden de expulsión por otro distrito o de escuela contratada de inscripción libre.

Si el estudiante expulsado en otro estado se inscribe en la Escuela, la Escuela puede continuar la expulsión bajo los términos de expulsión, puede poner al estudiante en DAEP por un período especificado en la orden, o puede permitir que el estudiante asista a clases regulares si:

1. El distrito fuera del estado proporciona al presente distrito una copia de la orden de expulsión, y
2. La ofensa que resultó en expulsión también es ofensa que lleva expulsión en el distrito donde el estudiante va inscribirse.

Si el estudiante es expulsado por el distrito de otro estado por un período que excede un año y si la Escuela continua la expulsión o pone al estudiante en DAEP, la Escuela reducirá el período de expulsión o DAEP para que el período entero no exceda un año, a no ser que después de revisión se determine que:

1. El estudiante es amenaza a la seguridad de otros estudiantes o empleados del distrito, o
2. Colocación extendida es de mayor bien para el estudiante.

**Procedimientos de  
Expulsión Emergencia**

Cuando ocurre expulsión de emergencia, el estudiante recibe notificación verbal de la razón por tomar la acción. Dentro de diez días después de la fecha de expulsión emergencia, el estudiante recibirá proceso debido y adecuado como se requiere para un estudiante enfrentando expulsión.

**Colocación DAEP de  
Estudiantes  
Expulsados**

La Escuela puede proveer servicios educativos a cualquier estudiante expulsado en un DAEP; sin embargo, los servicios educativos en DAEP se deben proporcionar si el estudiante es menos de diez años de edad.

## Glosario

El glosario proporciona definiciones legales y definiciones localmente establecidas y trata de ayudar a entender los términos relatados al Código de Conducta Estudiantil.

**Abuso** es uso incorrecto y excesivo.

**Munición perforadora** es arma de mano que se usa en pistolas y revólver y es diseñado primariamente con el propósito de penetrar metal o armadura.

**Incendio provocado** es:

1. Un crimen que envuelve prender fuego o causar explosión con intención de destruir o dañar:
  - a. Cualquier vegetación, cerca, o estructura en terreno de espacio libre; o
  - b. Cualquier edificio, habitación, o vehículo:
    1. Sabiendo que está dentro los límites de una ciudad o pueblo incorporado;
    2. Sabiendo que está asegurado contra daños o destrucción;
    3. Sabiendo que está sujeto a hipoteca u otro interés de seguridad ;
    4. Sabiendo que está localizado en propiedad ajena;
    5. Sabiendo que está localizado dentro de propiedad ajena; o
    6. Cuando la persona que prende el fuego es imprudente sobre el hecho de que el fuego o explosión peligrará la vida de algún individuo o la seguridad de la propiedad de otro.
2. Un crimen que envuelve incendio por descuido o que causa explosión mientras se fabrica o se intenta fabricar una substancia controlada y el incendio o los daños a cualquier edificio, habitación, o vehículo; o
3. Un crimen que envuelve intencionalmente provocar incendio o causar explosión y al hacerlo:
  - a. Por descuido daña o destruye un edificio ajeno, o
  - b. Por descuido causa que otra persona sufra lastimadura al cuerpo o muerte.

**Asalto** se define en parte por el Código Penal de Texas 22.01(a)(1) como intencionalmente, conscientemente, o imprudentemente causar lastimadura al cuerpo de otro.

**Intimidar** es expresión escrita u oral o conducta física que la mesa directiva de la Escuela o su asignado determina:

1. Tiene el efecto de físicamente lastimar estudiantes, dañar la propiedad de estudiantes, o pone estudiantes en temor de daño a su persona o daño a la

propiedad del estudiante; o

- c. Es suficientemente severo, persistente, o penetrante como para crear un ambiente de intimidar, amenazador o abusivo para el estudiante.

**Dispositivo para dispensa de químicas** es dispositivo diseñado, hecho, y adaptado con el propósito de causar efecto adverso psicológico o fisiológico a un ser humano. Un dispositivo chico para químicas que se vende comercialmente para protección personal no es de esta categoría.

**Garrote** es un instrumento diseñado especialmente, hecho, o adaptado con el propósito de infligir lastimadura seria o muerte al cuerpo. Un bate, macis y hacha de guerra de los indios norteamericanos pertenecen a esta categoría.

**Pandilla Criminal de la calle** son tres o más personas que llevan una contraseña o símbolo común o un liderazgo conocido quien continuamente o con regularidad se envuelve en la comisión de actividad criminal.

**Violencia en noviazgo** es el uso intencional de abuso físico, sexual, verbal o emocional por una persona para dañar, amenazar, intimidar, o controlar otra persona con quien el estudiante tiene o ha tenido relación de noviazgo, como lo defina la Sección 71.0021 del Código Familiar.

**Conducta fatal** ocurre cuando una persona imprudentemente se envuelve en conducta que pone a otra en peligro inminente de lastimadura seria al cuerpo así como con todo conocimiento descargar arma hacia la dirección de un individuo, habitación, edificio, o vehículo.

**Juicio diferido** es alternativa del buscar la convicción en corte que se puede ofrecer a joven por conducta delincuente o conducta que indica la necesidad de supervisión.

**Procesamiento diferido** puede ofrecerse a un joven como alternativa a convicción en corte por conducta delincuente o conducta que indica necesidad de supervisión.

**Conducta delincuente** es conducta que viola la ley estatal o federal y que lleva pena de prisión o confinamiento en cárcel. Incluye conducta que viola cierta orden de corte juvenil, incluyendo orden de libertad condicional, pero no incluye violaciones contra leyes de tráfico.

**Discrecional** quiere decir que algo se deja o se regula por la persona que localmente toma la decisión.

**Arma explosiva** es cualquier bomba explosiva o incendiaria, granada, cohete, o mina y que su mecanismo de entrega está diseñado, hecho o adaptado con el propósito de infligir lastimadura seria al cuerpo, muerte, o daño substancial a propiedad, o con el propósito de causar reporte tan fuerte como para alarmar o que aterrice al público innecesariamente.

**Alarma o Reporte Falso** ocurre cuando la persona con todo conocimiento inicia, comunica, o circula reporte de bomba, incendio, ofensa, u otra



emergencia presente, pasada o futura que él conoce como falsedad o sin sentido y que ordinariamente:

1. Causa acción por agencia oficial o voluntaria organizada para manejar emergencias;
2. Pone a una persona en temor de inminente lastimadura seria al cuerpo; o
3. Previene o interrumpe la ocupación de un edificio, salón, o sitio de asamblea.

**Silenciadora de arma** es cualquier artículo diseñado, hecho, o adaptado para amortiguar el reporte de un arma.

**Pinturas** son marcas con pintura aerosol o con plumero o marcador indeleble, grabado para agua fuerte o grabado en propiedad tangible sin consentimiento efectivo del dueño. Las marcas pueden incluir inscripciones, lemas, dibujos, o pinturas.

**Hostigamiento** es:

1. Conducta con definición establecida en pólizas (LOCALES) de la Escuela DIA y FFH; o
  - d. Conducta que amenaza daño o lastimadura al cuerpo de otro estudiante, que intimide sexualmente, que causa daño físico a la propiedad de otro estudiante, que sujeta a otro estudiante a confinamiento o contención física, o maliciosamente y substancialmente causa daño a la salud o seguridad física o emocional de otro estudiante.

**Novatada** es acta intencional o descuidada, dentro o fuera del recinto, por una persona sola o con otros, cual pone en peligro la salud o seguridad mental o física de un estudiante con el propósito de tomar juramento con, iniciar a, afiliarse con, tomar puesto en, o mantener sociedad en una organización.

**Lista de víctimas** es una lista de personas con la meta de lastimarlas, usando arma de fuego, navaja, o cualquier otro objeto que se use con intención de causar daño al cuerpo.

**Nudillos** es cualquier instrumento que consiste de anillos o guardas para los dedos de sustancia dura y diseñada o adaptada para infligir lastimadura seria al cuerpo o muerte al golpear la persona con el puño encerrado en los nudillos.

**Ametralladora** es cualquier arma de fuego con capacidad de más de dos balazos automáticamente, y con una sola función del disparador sin recargarse manualmente.

**Obligatoria** quiere decir que alguna cosa es mandada o requerida por alguna autoridad.

**Parafernalia** son artículos que pueden usarse para inhalar, injerir, inyectar, o de otra manera introducir una sustancia controlada a un cuerpo humano.

**Comportamiento persistente** son dos o más violaciones al Código en general u

ocurrencias de la misma violación.

**Poseción** quiere decir tener un artículo en su persona o en propiedad personal, incluyendo pero no limitado a ropa, bolsillo, o mochila; un vehículo privado utilizado para transporte a o de la escuela o actividades relacionadas con la escuela, incluyendo pero no limitado a un automóvil, carro, motocicleta, o bicicleta; o cualquier otra propiedad de escuela utilizada por el estudiante, incluyendo pero no limitado a el armario o escritorio.

**Fraternidad de escuela pública, hermandad, sociedad secreta, o pandilla** es organización que entera o en parte se compone de estudiantes que buscan perpetuarse con tomar más miembros de estudiantes inscritos en la escuela según la decisión de sus miembros en lugar de selección libre de estudiante calificado. Organizaciones educativas en la lista de Sección 37.121(d) del Código Educativo se exceptúan de esta definición. **Creer con razón** es determinación por la superintendente o su designado usando todo informe disponible, incluyendo informes bajo Artículo 15.27 del Código de Procedimientos Criminales.

**Autodefensa** es fuerza contra una persona al punto que la persona razonablemente piensa que fuerza es inmediatamente necesaria para protegerse.

**Ofensas serias** incluyen, pero no se limitan a:

- Asesinato.
- Vandalismo.
- Robar o hurtar.
- Extorsión, coerción, o chantaje.
- Acción o demostración que substancialmente interrumpe o materialmente interfiere con actividades académicas.
- Novatar.
- Insubordinación.
- Blasfemias, lenguaje vulgar, o gestos indecentes.
- Pelear, cometer abuso físico, o amenazar abuso físico.
- Poseción o distribución de materiales pornográficos.
- Salir de la propiedad de escuela sin permiso.
- Hostigamiento sexual contra estudiante o empleado de Escuela.
- Poseción de o conspiración de poseer cualquier explosivo o instrumento explosivo.
- Falsificación de datos, permisos, u otros documentos relacionados a la escuela.

- Negarse a aceptar la disciplina impuesta por el maestro o principal.

**Arma de fuego con barril corto** es un rifle con barril menos de 16 pulgadas o escopeta con barril menos de 18 pulgadas, o cualquier arma hecha de rifle o escopeta que, al alterarse, mide menos de 26 pulgadas.

**Cuchillo en cartucho** es cualquier navaja con cuchilla que se dobla, se cierra, o se puede contraer en envoltura, y que se abre automáticamente al oprimir un botón o con la fuerza de gravedad o centrífuga. El término no incluye navaja que lleva resorte, detente, u otro mecanismo diseñado para crear un diagonal hacia el cierre o que requiera esfuerzo de la mano, puño, o brazo a la cuchilla para superar el diagonal hacia el cierre y poder abrir la navaja.

**Amenaza terrorista** es de violencia contra cualquier persona o propiedad con intención de:

1. Causar reacción de cualquier tipo por agencia oficial o voluntaria que está organizada para manejar emergencias;
  - e. Poner a cualquier persona en temor de lastimadura seria e inminente al cuerpo;
  - f. Prevenir o interrumpir la ocupación o uso de edificio; sala, sitio de asamblea, o sitio donde el público tiene acceso; sitio de trabajo u oficina; avión, automóvil, u otro tipo de transporte u otro sitio público;
  - g. Causar impedimento o interrupción de comunicaciones públicas, transportes públicos, agua pública, gas o fuente de electricidad u otro servicio público;
  - h. Poner al público o grupo substancial del público en temor de lastimadura seria al cuerpo; o
  - i. Influir la conducta o actividades de rama o agencia del gobierno federal, estatal, o subdivisión política del estado (incluyendo la Escuela).

**Ofensas del Título 5** son aquellas que envuelven lastimadura a la persona e incluyen asesinato; secuestro, asalto, asalto agravado, asalto sexual; detención ilegal; indecencia con un niño; lastimadura a un niño, una persona mayor de edad, o persona incapacitada; abandono o peligro a un niño; conducta fatal; amenaza terrorista; ayuda a una persona a cometer suicidio; y alterar producto consumidor. [vea FOC (EXHIBICIÓN)]

**Bajo influencia** es falta del uso de facultades mentales o físicas normales. Impedimento de facultad física o mental de la persona puede ser evidente por una muestra de comportamiento anormal errático, la presencia de síntomas físicos de uso de drogas o alcohol o por su propia admisión. No es necesario que estudiante 'bajo influencia' esté legalmente intoxicado para tomarse acción disciplinaria.

**Uso** quiere decir voluntariamente introducir al propio cuerpo, por cualquier manera, una sustancia prohibida.

**Pistola silbadora** es dispositivo o combinación de dispositivos, no originalmente arma de fuego, pero adaptado para expeler proyectil por agujero liso o agujero en barril por medio del uso de energía generada por explosión o sustancia de fuego.