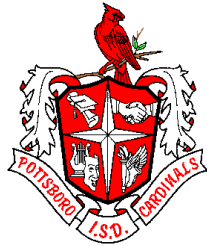


POTTSBORO
INDEPENDENT SCHOOL DISTRICT
2022-2023
POTTSBORO HIGH SCHOOL
STUDENT HANDBOOK



PH: 903-771-0085
OFFICE HOURS: 8:00 A.M. TO 4:00 P.M.

PRINCIPAL: KENSIE WOODS
ASSISTANT PRINCIPAL: JASON MATHERLY

REVIEWED BY THE PISD BOARD OF TRUSTEES
ON JULY 18, 2022

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Purpose and Organization

The purpose of this Student Handbook is to give Pottsboro ISD students and their parents an understanding of the general rules and guidelines for attending and receiving an education in our schools.

The Handbook is organized in the following sections:

Required Legal Notices and Information

General Information about admission, attendance, and conduct

Curriculum and Program Information

Of Special Interest to Students

Of Special Interest to Parents

When the Handbook uses “we” or “our,” it means the school district and/or school administrators. When the Handbook uses “you” or “your,” it means the parent, legal guardian, or person who has accepted responsibility for a student, at least in regard to school matters. From time to time, the Handbook will use more general terms, such as “parents” and “school officials.” Regardless of the particular terminology, our intention is to speak directly to you as the adults who are responsible for working with us, the school officials, to make your children’s experience with the Pottsboro Public Schools a positive educational experience.

The Student Handbook has been developed by school district administrators with assistance of teachers, students, and parents. The content is reviewed by the Board of Trustees and is intended to be consistent with formally adopted school board policies. If there is an apparent contradiction between information in the Handbook and a formally adopted board policy, the school administration will interpret the Handbook in a way that is consistent with policy and may request guidance from the Board of Trustees.

The Student Handbook is not a contract between the school and parents or students. It can be amended at any time at the discretion of the school district. If the district makes changes to the Handbook during a school year, the administration of the district and the campus will communicate those changes in ways that are designed to inform parents and students of the new or revised information.

HIGH SCHOOL HANDBOOK

ACKNOWLEDGEMENT

Dear Student and Parent:

The Pottsboro Independent School District provides this Student Handbook to parents and students to provide you with information about the general rules and guidelines for attending and receiving an education in our schools. You are required under Texas law to provide the District with the contact information requested below within the first two weeks of the start of each school year. If this information changes at any time during the school year, you must update the information no later than two weeks after the date of the change.

We urge you to read this publication thoroughly on-line at www.pottsboroisd.org and to discuss it among your family. If you have any questions about the rules and consequences, we encourage you to ask for an explanation from the campus administrator.

A copy of the Student High School Handbook and the Student Code of Conduct will be available on each campus for your review. Also, you may request a copy by e-mail or written request to Pottsboro ISD, P.O. Box 555, Pottsboro, TX 75076.

The student and parent should each sign this page on the space provided below, then return the page to the student's school. Thank you.

We acknowledge that we have reviewed the PISD Student Handbook on the Pottsboro ISD webpage at www.pottsboroisd.org for the 2022-2023 school year, and that we are responsible for reading and understanding the information contained in this handbook.

Student's Name: _____
(Please print)

Student's Signature: _____ Date: _____

Parent's Name: _____
(Please print)

Parent's Signature: _____ Date: _____

Parent's Address: _____

Parent's Email: _____ Parent's Phone #: _____

School: _____ Grade Level: _____

**NOTICE REGARDING DIRECTORY INFORMATION AND
PARENT'S RESPONSE REGARDING RELEASE OF STUDENT
INFORMATION**

Student

Name: _____

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting information unless the parent or guardian objects to the release of the directory information about the student.

If you do not want Pottsboro ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by September 9, 2022.

Pottsboro ISD has designated the following information about your child as directory information:

- Student's Name
- Address
- Telephone listing
- E-mail address
- Photograph
- Degrees, honors, and awards received
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team

Parent, please circle one of the choices below:

I, parent of _____ **(do give) (do not give)** Pottsboro ISD permission to release the information in this list in response to a request unrelated to school-sponsored purposes.

Parent signature

Date: _____

**Parent's Objection to the Release of
Student Information to Military
Recruiters and Institutions of Higher Education**

Federal Law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary schools' students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent.

Parent: Please complete the following only if you do not want your child's information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of _____, request that the district not release my child's name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.

**Student's Name (printed)
(printed)**

Parent/Guardian Name

Parent/Guardian's Signature

Date

Dear Parent and/or Guardian,

I am writing about our program aimed at keeping our schools healthy and pest free. This program is geared toward preventing pest problems. I want to let you know how you can help.

Control of insects and rodents at our school involves making the school building and grounds an unfavorable place for pest to live and breed. Through maintenance and cleaning, we will reduce or eliminate available food and water sources and hiding places for pests. We will also routinely monitor the school area to identify pest problems and prevent pest from becoming established. In addition to cleaning and monitoring, we will use other strategies such as pest exclusion, proper food storage, pest removal, and pesticides. This approach is often called integrated pest management (IPM) because it relies on a variety of best management strategies to control pests. Some of these methods can be used to keep pests out of homes and gardens too.

You may be wondering how you can help. Listed below is a list of actions you can take that will help prevent or reduce pest problems in our school. Pest management involves everyone in the school-community working together to make our school a safe, healthy place for children to learn.

Checklist:

- Explain the importance of not leaving food in desks and lockers to avoid pests such as mice and ants.
- Send your child to school with only one day's worth of food.
- Know where to find information about integrated pest managements at your child's school
- Avoid sending insect repellents to school with your child
- Assist your child in keeping his/her backpack clean and organized
- Notify the school of any health-related concern.

Please contact me if you have any questions.

Sincerely,

Dennis Wilson
IPM Coordinator
(903) 771-2980

NOTICE TO PARENTS OF PESTICIDE USE INTEGRATED PEST MANAGEMENT PROGRAM

Pottsboro ISD has a policy that requires us to follow integrated pest management (IPM) procedures to control pests on school grounds. This district strives to use the safest effective methods to manage pests, including a variety of non-chemical control measures; however, pesticide use is sometimes necessary to maintain adequate pest control and assure a safe, pest-free school environment.

All pesticides used in our district are registered for their intended use by the U.S. Environmental Protection Agency and Texas Department of Agriculture and are applied only by certified pesticide applicators. Prior to indoor applications, signs will be posted 48 hours in advance of the treatment. All outdoor applications will be posted at the time of treatment and signs will remain until it is safe to enter the area.

Pottsboro ISD has contracted with Terminix to provide pest control services to our district. Parent with further questions, or who wish to be notified directly about upcoming pesticide applications on their children's campuses, can contact the District IPM Coordinator Dennis Wilson at (903) 771-2980 or email dennis.wilson@pottsboroisd.org, we request that you send us an email with your specific requests per §7.147 of the Texas Department of Agriculture's School IPM rules.

REQUIRED LEGAL NOTICES

Nondiscrimination: Pottsboro ISD does not discriminate in its educational programs and services on the basis of sex, race, religion, color, national origin, or disability. The District complies with Title IX of the Education Amendments of 1972 and with Section 504 as amended of the Rehabilitation Act of 1973. Any questions or concerns about the district's compliance with these federal programs should be brought to the attention of the person shown below as Title IX or Section 504 Coordinator.

The Title IX Coordinator for the school district is Josh Recer, whose office is located at Pottsboro ISD and who can be reached by telephone by calling **903-771-0083**.

The Section 504 Coordinator for the school district is Josh Recer, whose office is located at Pottsboro ISD and who can be reached by telephone by calling **903-771-0083**.

Homeless Liaison: Dr. Danielle Powell, Assistant Superintendent is our liaison for services to students who are determined to be homeless, as defined by federal law. If you believe your child may be eligible for services or assistance, contact Josh Recer at **903-771-0083**.

Whitney Davis, Coordinator of Student Services, is our Parent Involvement Coordinator, who works with families and children participating in Title I programs. If you have questions about the program or need assistance related to the program, contact Debbie Ritchie at **903 -771-0083**.

Career and Technical Education Methods of Administration (MOA):

Pottsboro ISD offers career and technical education programs in (types of programs offered). Admission to these programs is based on (admission standards).

It is the policy of Pottsboro ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Pottsboro ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Pottsboro ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Josh Recer, Assistant Superintendent at 105 Cardinal Lane, Pottsboro, TX 75076 PH: (903) 771-0083 and/or the Section 504 Coordinator, Josh Recer, Assistant Superintendent at 105 Cardinal Lane, Pottsboro, TX 75076 PH: (903) 771-0083.

Family Educational Rights and Privacy Act: The school district creates and keeps general education records for all students enrolled in district schools. Those

records are confidential and generally are available only to parents and school personnel or people who are acting on behalf of the school district. When we say “parents” have a right of access to and copies of all education records pertaining to their children, we mean all biological or legal parents—whether married, divorced, or separated—and any other person with whom the child resides and who is acting as a parent in the absence of the child’s parent or legal guardian.

Parents control the access to their children’s education records until the child becomes an adult at age 18. When the child reaches age 18, she or he controls the access to his or her records and is the one who can consent to the release of the records to other persons. However, parents continue to have a right to see and obtain a to copy their children’s education records so long as the child is a dependent for federal income tax purposes, even if the child does not want them to.

If a parent wants to see or obtain a copy his or her child’s education records, she or he should contact the principal of the child’s school if the child is currently enrolled. If the child has withdrawn or graduated, parents should contact the school superintendent for access to records. Records can be reviewed in administrative offices during regular office hours, from 8:00 a.m. to 4:00 p.m., and someone will be available to answer questions about the records.

Originals cannot be removed from an administrator’s office. Copies will be provided to parents within a reasonable time, usually not more than two or three days, after parents have made a written request for copies. Parents will be charged the district’s usual copying fees for copies; however, if the student is eligible for free or reduced-price lunches and the parents cannot come to school to review the records, the school will provide one copy of the requested records at no charge.

If you disagree with information in your child’s records or believe some information is inaccurate, you can ask for a correction. If the principal does not make the correction, you can ask for a hearing with the superintendent to explain why you believe the record is wrong or misleading. If the superintendent does not direct an amendment to be made, you have 30 days to place a comment in the student’s record about the information. **Under no circumstances can students or parents use this process to challenge a grade recorded for a student.**

Because parents generally control access to their children’s education records, the district ordinarily will not permit access to or copies of education records without at least one parent’s written authorization to release the records. **However, under some circumstances, the district can and will provide access to or copies of education records without parent authorization. The most common circumstances are these:**

- The district will forward education records on request to a public or private school or institution of higher education in which the student seeks or intends to enroll.
- The district may disclose education records to a contractor, consultant, volunteer, or other person who is performing services for the district, who is under the district’s control related to the use of records, and who has complied with

district limitations on the re-disclosure of personally identifiable information from education records.

- The district will comply with a lawful subpoena for student education records but will make reasonable efforts to notify the parents before complying, unless the subpoena indicates that parents should not be notified.
- The district will release directory information about students to any person who submits a written request for the information, as provided in the DIRECTORY INFORMATION notice included in this Student Handbook.
- The district will release educational records to a juvenile justice agency in accordance with an agreement with between the district and the agency. The information will be released before the student is adjudicated and will be provided so that the juvenile agency can appropriately serve the student.
- The district will release educational records to "school officials," meaning any employees, trustees, or agents of the district, including persons employed in shared services arrangements or cooperatives of which the district is a member, school volunteers, parents or students serving on official committees, and the district's legal counsel, who have a "legitimate educational interest" in the records, meaning they are persons who work directly with your child at school or any school activity, including officials involved in disciplinary or academic decisions affecting your child directly, persons who are compiling statistical data for the district, who are reviewing such records to fulfill their employment responsibilities, or who are investigating or evaluating district programs.

"Directory information" means information that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name, home or physical address, telephone number, photograph, school e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous school attended.

Audio and video recordings of extracurricular and co-curricular performances, such as band, orchestra, and choir concerts; marching band performances; and performances of plays, musicals, or skits are treated as directory information. Video recordings of students made by security cameras on school buses or in common areas of a campus are treated as directory information unless they are used to impose discipline. In that case, the tapes become an educational record of the student or students who are disciplined and are subject to the same restrictions on access and disclosure as any other student education records.

If you do not want the school to release directory information about your child to any person, including military recruiters, college or university recruiters, and businesses conducting marketing activities, you must notify the principal in writing of the category or categories of information that you do not want released. You may not "selectively" opt out of directory information, i.e., you cannot allow release to an organization affiliated with the school, but not to military recruiters or businesses conducting marketing

activities. **You have 10 school days after you receive this Handbook to tell the principal in writing what information you do not want released.**

If you want to review the school's entire policy regarding student records, please contact the campus principal, who will be glad to provide a copy for you and to answer any questions you may have about the policy or this notice. If you believe the district is not following the law regarding student records, you have the right to file a complaint with the United States Department of Education, Family Policy Compliance Office. You may also view or download the policy (coded FL(LEGAL) and (LOCAL) from the District's online policy manual.

Protection of Pupil Rights Amendments: We do not require students to participate in any surveys that are funded with any U.S. Department of Education funds that concern the following topics unless you (or your child if he or she is an adult) give us your prior consent. You will also have the opportunity to inspect the survey in advance. If we administer surveys that concern any of these topics that are funded from other sources, we will give you advance notice of the survey, allow you an opportunity to inspect the survey, and give you an opportunity to opt-out of the survey. The topics that are covered by this notice are:

1. political affiliations or beliefs of the student or his or her parent;
2. mental or psychological problems of the student or his or her family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of others with whom the responding students have close family relationships;
6. legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. religious practices, affiliations, or beliefs of the student or his or her parent; or
8. income, other than as required by law to determine program eligibility.

Invasive Examinations or Screenings: We do not perform any invasive physical examinations or screenings as a condition of attendance. We do perform vision, hearing, acanthosis nigricans, and scoliosis screenings, as required by state law. Please contact the principal if you have questions regarding those screenings.

Teacher Qualifications: You may request the following information, which we will provide to you in a timely manner:

1. Whether your child's teacher(s) have met state qualification and licensing criteria for their grade levels and subject areas.
2. Whether your child's teacher(s) are serving under emergency or other provisional status that is less than full state certification.
3. The bachelor's degree major of your child's teacher(s) and any graduate degrees held, and the field of certification or degree.

4. Whether your child receives services from paraprofessionals and, if so, their qualifications.

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

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

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

Special Education Referrals:

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

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

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

the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

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

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

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals:

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

Contact Person: Dr. Danielle Powell, Assistant Superintendent

Phone Number: 903-771-0083

Section 504 Referrals:

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

Contact Person for Section 504 Referrals:

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

Contact Person: Dr. Danielle Powell, Assistant Superintendent

Phone Number: 903-771-0083

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Bacterial Meningitis Information: What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord---also called the meninges. It can be caused by viruses, parasites, fungi, and bacteria. Viral (aseptic) meningitis is common; most people recover fully. Medical management of viral meningitis consists of supportive treatment and there is usually no indication for the use of antibiotics. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

There are two common types of bacteria that cause meningitis: - *Strep pneumonia* causes pneumococcal meningitis; there are over 80 subtypes that cause illness - *Neisseria meningitidis*—Meningococcal meningitis; there are 5 subtypes that cause serious illness—A, B, C, Y, W-135

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, but any of the following are possible. Children (over 1 year old) and adults with meningitis may have:

- Severe headache
- High temperature
- Vomiting
- Sensitivity to bright lights
- Neck stiffness, joint pains
- Drowsiness or confusion

**In both children and adults, there may be a rash of tiny, red-purple spots or bruises caused by bleeding under the skin. These can occur anywhere on the body. They are a sign of blood poisoning (septicemia), which sometimes happens with meningitis, particularly the meningococcal strain.*

What is the risk of getting bacterial meningitis?

The risk of getting bacterial meningitis in all age groups is about 2.4 cases per 100,000 population per year. However, the highest risk group for the most serious form of the disease, meningococcal meningitis, is highest among children 2 to 18 years old.

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, such as deafness, blindness, amputations or brain damage (resulting in mental retardation or paralysis) even with prompt treatment.

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. Being a carrier helps to stimulate the body's natural defense system. The bacteria rarely overcomes the body's immune system and causes 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. Vaccines against pneumococcal disease are recommended both for young children and adults over 64. A vaccine against four meningococcal serogroups (A, C, Y, W-135) is available. These four groups cause the majority of meningococcal cases in the United States. This 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%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years.

What you should do if you think you or a friend might have bacterial meningitis?

Seek prompt medical attention.

How is bacterial meningitis diagnosed?

The diagnosis is usually based on a combination of clinical symptoms and laboratory results from spinal fluid and blood. Spinal fluid is obtained by a lumbar puncture (spinal tap).

For 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 Health office to ask about meningococcal vaccine.

Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of Health: www.tdh.state.tx.us.

Pest Control: Periodically, district buildings and grounds are treated by licensed or trained individuals to control unwanted pests, such as insects and rodents. We will post notices of those treatment dates as required by law and will schedule treatment times when students or employees are least likely to be in the building or on the grounds. To confirm treatment dates or questions concerning pest control, please contact Dennis Wilson at **903-771-0083**.

Asbestos Management Plan: The District's Asbestos Management Plan, designed to be in compliance with state and federal regulations addressing asbestos that may have been used in District facilities, is available in the Superintendent's office during regular business hours, 7:30 a.m. to 4:00 p.m., Monday through Friday. If you have any questions, please contact James Durham, Director of Maintenance at **903-771-0083**.

GENERAL INFORMATION

POTTSBORO INDEPENDENT SCHOOL DISTRICT 2022-2023 CALENDAR

July 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
September 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
October 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
December 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Semester/Six Weeks	
Aug. 18-Sept. 30.....	31
Oct. 3-Nov. 4.....	24
Nov. 7-Dec. 16.....	25
First Semester.....	80
Jan. 5-Feb. 17.....	31
Feb. 21-Apr. 6.....	28
Apr. 11-May 25.....	33
Second Semester.....	92
<div></div> Teacher Work Day	
<div></div> Holiday	
<div></div> Teacher Staff Development	
<div></div> Flex Day	
<div></div> Early Release Day (12:30 p.m.)	
<div></div> Graduation - Football Stadium - 8:30 a.m.	
<div></div> STAAR Testing Dates	
Total Instructional Days =	172
Work/Staff Dev. Days =	10
Flex Days =	5
Total Days =	187
Early Release Days =	8
Total School Year Minutes =	76,595
Based on a 7 hour 35 minute school day	
75,600 instructional minutes are required	
Calendar includes 1,180 extra minutes above the state requirement in case of bad weather.	

January 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
February 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
March 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
April 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
May 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
June 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	



2022–2023 Regular Bell Schedule

TUTORIALS	7:30 – 7:56		
1 ST Period	8:00 – 8:45		
2 ND Period	8:49 – 9:34		
3 RD Period	9:38 – 10:23		
4 TH Period	“Advisory” 10:27 – 11:02		
5 TH Period	“A” SCHEDULE	11:02 – 11:32	LUNCH
		11:35 – 12:20	CLASS
	“B” SCHEDULE	11:05 – 11:50	CLASS
		11:50 – 12:20	LUNCH
6 TH Period	12:23- 1:08		
7 TH Period	1:12 – 1:57		
8 TH Period	2:01 – 2:46		
9 TH Period	2:50 – 3:35		

Early Release Schedule

1 st Period	8:00 – 8:27
2 nd Period	8:31 – 8:58
3 rd Period	9:02 – 9:29
4 th Period	9:33 – 10:00
5 th Period	10:04 – 10:31
6 th Period	10:35 – 11:02
7 th Period	11:06 – 11:33
9 th Period	11:37 – 12:00
Lunch	12:00 – 12:30

Student's Legal Name

While we recognize that there are circumstances when a parent may wish his or her child to be enrolled under a name other than the child's legal name, we are required to maintain all school records for your child under the child's legal surname as shown on the birth certificate or other recognized document to prove the child's identity or as shown in a court order changing the child's name.

Admission, Release, Withdrawal

These are the basic requirements for admission to district schools:

1. The student must live in the district with a parent or legal guardian or one of the student's parents must live in the district, even if the student does not live with that parent.
 - * To be eligible for admission based on just the parent's residence in the district, the court that issued a final order in a divorce proceeding must have designated that parent as a managing or possessory conservator for the child.
 - * The parent enrolling a student based on only the parent's residence in the district must provide a copy of a current order, signed by the judge and showing a file stamp from the court, designating the parent as a managing or possessory conservator.
 - * Parent or Guardian must have a valid driver's license to show current residence in the district.
2. The student is under age 18 and, subject to District policy at FD(LOCAL) and FDA(LOCAL), lives in the district with an adult resident of the district who has accepted a Power of Attorney from the child's parent or legal guardian or adult caregiver who has accepted responsibility for the child by an Authorization Agreement in compliance with Texas Family Code 34.002. The school district has Power of Attorney forms to be completed by both the parent and the person the student lives with.
3. The Student is under age 18 and does not reside in the district, but a grandparent who provides a substantial amount of after-school care for the person resides in the district. "Substantial amount of after-school care" means the grandparent provides after-school care for the student at least four days each school week.
4. Students under the age of 18 must be enrolled by a parent, legal guardian, or adult resident who has a valid Power of Attorney for the student. Students who are 18 or older, who are legally married, or who have ever been legally married, and who have not graduated from high school can enroll themselves.
 - The student resides with a parent or guardian who is an active member of the U.S. armed forces stationed in a military installation in or adjacent to the district's attendance zone.

- The student resides with a parent on a residential homestead that is located on a parcel of property with any part of the parcel being located in the school district.
5. The adult enrolling the student must present current immunization records or show proof that the required immunizations have begun.
 6. No later than 30 days after a student has been enrolled, the adult enrolling the student must provide a copy of a birth certificate or other acceptable identification for the child and copies of the education records from the school the child last attended.

As part of our dropout recovery programs, we may admit someone between the ages of 21 and 26 for the purpose of completing the requirements for a high school diploma. A student admitted for this purpose and who has not attended school in the preceding three years will not be placed in a classroom setting, cafeteria, or other school-sanctioned activity with a student who is 18 or younger; however, those students remain free to attend all school-sponsored events that are open to the public.

The application for admission and enrollment forms are official government records, and it is a crime to provide false information of any kind or false records for identification. School officials can ask parents or another adult enrolling a student to provide some evidence that they are bona fide residents of the school district. As required by law, we will record the name, address, and date of birth of the person enrolling a student.

At the time of enrollment, we will request that you disclose whether your child has a food allergy or a severe food allergy (including the food to which the child is allergic and the nature of the allergic reaction) that, in your judgment, should be disclosed so that district officials may take necessary precautions regarding the child's safety. This information is confidential and will be disclosed only to those employees who need the information to appropriately care for your child.

If school officials have reason to question the legitimacy of a child's residency information, they can investigate to determine the student's actual place of residence. If the district finds that a student is not really a district resident, the student will be withdrawn, and school officials will take the necessary legal steps to recover the maximum tuition fee the school district can charge or the amount the board of trustees budgets as an expense per student.

Arriving at School After 8:00

Students who arrive at school after 8:00 a.m. or who are returning to school from a medical appointment, legal appointment, etc., must report to the main office immediately upon entering the building to receive approval to attend class.

Calculator Policy

To ensure testing integrity, graphing calculators must have the memory cleared prior to testing. Students may use a classroom calculator with cleared memory or demonstrate to the teacher's satisfaction that a personal calculator has the memory cleared. Students may not share calculators with other students during or after the test. Some tests, or parts of tests, may be restricted to no calculator usage. Students found to be violating this policy will receive a test grade of zero.

Certain Transfers-Victims of Bullying and Sexual Assault

If you believe that your child is the victim of bullying (see the definition in the Student Code of Conduct), you may request a transfer to another classroom at the same campus or to another campus within the school district. If we verify that your child is the victim of bullying, the transfer will be made. If the transfer is to another campus, we will not provide transportation to that campus. Our decision on this kind of transfer is final and cannot be appealed to the board or any other authority.

If another student in the district is convicted of committing sexual assault or aggravated sexual assault against your child (see definitions in the Student Code of Conduct), you may request that your child be transferred to another campus within the district or a neighboring school district, and the request will be granted. We will not provide transportation to the new campus. If you do not want to transfer your child, we will take appropriate steps regarding the other student to ensure that both students are not assigned to the same campus. Our decision on this kind of transfer is final and cannot be appealed to the board or any other authority.

Release During the School Day

Students will be allowed to leave school during the school day only with the permission of the principal or someone in the principal's office who has been given the authority to release students. Parents cannot go directly to their children's classroom and take the child away from school during the day. Teachers do not have the authority to let children leave their classroom with anyone. If you need to take your child from school before the end of the school day, such as for a medical appointment or a family emergency, you should go to the principal's office and sign the child out. The teacher will send the child to the principal's office, and she or he will be released to you at that time. In order to sign your child out of school you will be required to come into the school with a valid form of ID, even if your child drives. Phone calls will not be an accepted means of releasing a child from school.

At the time children are enrolled, the parent or other adult completing the enrollment forms should list those people who are authorized to pick up children during the school

day. **Unless the principal has a current court order signed by a judge, showing an official file stamp with the court, and indicating that a parent's right of access to and possession of his or her children has been limited in some way, the principal will release children to either parent.**

Students will not ordinarily be released during the school day to participate in private lessons or other instruction.

Withdrawing from School

Children who are under age 18 will not be permitted to withdraw from school unless a parent, legal guardian, or other adult with responsibility for the child comes to the school to complete the necessary forms. Students must return all textbooks issued to them and clear any library fines and other outstanding fees in order for the school to release an official copy of the student's records to the parents or to another school district.

Attendance Requirements

State compulsory attendance laws generally require all children between the ages of six and 19 to attend school each day that school is in session. A student who is younger than six and has ever been enrolled in the first grade is required to attend school. Once a parent enrolls a child in kindergarten or pre-kindergarten, the child is required to attend school that school year.

Regular attendance is critical to your child's success in school. It is also critical to the school district's success because it is a factor in the district and campus rating under the state accountability system and is a significant factor in the amount of state financial aid the district is entitled to receive. In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, all attendance policies will apply to virtual learning on remote platforms and all other forms of distance learning as they would during classroom instruction.

School officials aggressively enforce the state compulsory attendance laws. If your child, age 12 or older, is absent three or more days or partial days during a four-week period but has not had absences that would require a referral to truancy court, we will implement truancy prevention measures in hope of minimizing the need to refer your child to truancy court. If your child age 12 or older is absent from school on 10 or more days or partial days within a six-month period in the same school year, you will be referred for prosecution for contributing to truancy and your child will be referred to truancy court, unless the truancy is a result of your child's pregnancy, assignment to a state foster program, homelessness, or being the principal income earner for your family.

You will be notified when your child has three unexcused absences within a four-week period or less to advise you that you must monitor your child's attendance, to inform you that you may be prosecuted, and to request a conference to discuss the absences. Every day that a child is out of school in violation of compulsory attendance laws is a separate offense. You may be assessed a fine for each offense

Of course, there are times that children are sick or have other legitimate reasons for being absent from school. Regardless of the age of your child, if she or he is sick and will not be at school that day, you should call the school office to let them know of the absence. **Whenever a child is absent from school for any reason, she or he should bring a note signed by you explaining the reason for the child's absence when she or he returns to school.** The principal or someone acting for the principal will make the final decision whether an absence is classified as excused or unexcused. *****Note the phone call does not replace the written documentation needed.** If the child does not bring a signed note upon returning to school, the absence will be classified as unexcused. Students ordinarily will not be permitted to make up missed work for credit if the absence is unexcused.

A maximum of five (5) parent notes will be accepted for the 2019-2020 school year unless prior approval from a principal has been granted. Any further absences will be unexcused unless accompanied by a medical or court note. All absence notes must be turned in within three (3) school days upon returning to school or the absence will remain unexcused.

The following table will help you understand the more common absence codes used at Pottsboro High School.

<u>Absence Code</u>	<u>Description</u>	<u>Absence Code</u>	<u>Description</u>
A	Excused Absence	O	Out of School Suspension
B	DAEP	P	Present
E	Extracurricular	Q	Military Recruiter Visit
F	School Related Non-UIL	R	Religious Holiday
H	Higher Education Institution Visit	T	Tardy
I	Citizenship Class Ceremony	U	Unexcused Absence
J	DMC – In School Suspension	W	Excused Absence Parent Note
M	Medical Note	X	Excused Absence All Day Medical

N	In the building, not in class	Z	Nurse's Office
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A student who voluntarily remains enrolled after the age of 19 is required to attend school. A student who is at least 19 years old and under the age of 21 will be required to attend school until the end of the school year.

If a 19-year-old student has more than five unexcused absences in a semester, we may revoke his or her enrollment for the rest of the school year but will not take such action on a day when the student is physically present at school. We will issue a warning notice to the student after the third unexcused absence that enrollment may be revoked for the remainder of the school year if the student has more than five unexcused absences in a semester.

Although students who are married are legally adults, this fact does not mean that they are not legally required to attend school until they are age 19. Recent changes to the laws on how schools enforce compulsory attendance give us the authority to file charges directly against student's who are married, have not graduated from high school, and do not attend school. We will work aggressively with local authorities to make sure that all students who aren't within compulsory attendance requirements come to school.

Doctor and Dental Appointments: Absences for appointments with doctors, dentists, orthodontists, physical therapists, and other health care professionals will be classified as excused absences if the student returns to school on the same day as the appointment and presents a note from the health care provider stating the time of the appointment and the time the student left the doctor's office. If the appointment is at the end of the school day and the student has been at school all day up to that time, the absence will be excused if the student brings a note from the health care provider the following day. These excused absences include those for a student diagnosed with autism spectrum disorder to attend appointments with health care practitioners to receive a generally recognized service for persons with that diagnosis, such as applied behavioral analysis, speech therapy, and occupational therapy. This provision also applies to excuse the absences of students who are parents and are absent to take the student's child for a medical appointment.

Serious or Life-Threatening Illness: Absences resulting from a serious or life-threatening illness or related treatment causing a student's attendance infeasible shall be excused upon presentation of a written certification from a physician licensed to practice medicine in this state specifying the student's illness and the anticipated period of absence. Students who become truant as a result of a serious or life-threatening illness shall not be referred to truancy court but will instead be offered additional counseling.

Religious Holidays: Absences for religious holy days, including up to two days of travel time if necessary, will be classified as excused absences.

Court Appearances: Absences for required court appearances will be classified as excused absences upon presentation to the campus attendance official of a copy of the document requiring the student's appearance in court.

Foster Care Activities: Absences for court required activities attendant to the student's being in foster care will be classified as excused absences upon presentation to the campus attendance official of a copy of the document requiring the student's attendance at the activities, provided it is not practicable to schedule the activity outside of school activities. Absences are also excused if they are required under a foster care service plan.

Sounding "Taps" at a Veteran's Funeral: Absences by students in grades 6-12 for the purpose of sounding "Taps" at a veteran's funeral with military honors may be excused upon verification that the student provided the service noted.

Citizenship/Naturalization Activities: Absences for appearing at a government office to complete citizenship application paperwork and for taking part in a United States naturalization oath ceremony will be excused upon verification of the student's participation.

Enlistment in Armed Services or National Guard: No more than four absences in the period a student is enrolled in high school will be excused for a student who is 17 years of age or older in order for the student to pursue enlistment in a branch of the armed services of the United States or the Texas National Guard. The absence will be excused upon verification that the student did pursue such enlistment.

Military Deployment: No more than five absences in a school year for visiting with a student's parent, stepparent, or legal guardian who is on active duty and who is called to duty for, on leave from, or immediately returned from a continuous deployment of at least four months away from the person's regular residence will be excused. The absences must occur not earlier than 60 days before the date of deployment or 30 days after the date of return from deployment.

Election Clerk Activities: Students who are serving as election clerks or early voting clerks may receive a maximum of two excused absences in a school year for such activities.

College/University Visits: The District will permit junior and senior students a maximum of two days per year to visit a college or university when approved by the campus principal. Absences will be excused upon verifying the visit with the District and completing all make-up work in connection with their absence.

Obtaining a Driver's License: Students aged 15 and older may receive a maximum of one excused absence to visit a driver's license office to obtain a driver's license and up to one excused absence to obtain a learner license. Ab-

sences will be excused upon presenting verification of their visit to the campus attendance official and the student will be expected to complete all make-up work in connection with their absence.

Note: Students will be considered tardy within the first 10 minutes after the tardy bell rings. Students entering class after the first 10 minutes of class will be counted absent for that class period. Also, if a student isn't present for at least 35 minutes of a class period (or 75% of the period on adjusted bell schedule days), the student will be counted absent in that class.

*Students who are absent for 10 consecutive school days without parent/guardian notification will be administratively withdrawn.

Attendance and Credit

Separate and apart from the compulsory attendance requirements, students in all grade levels K-12 must attend school a certain amount of time in order to get credit or a final grade for a class. State law generally requires students to be "in attendance" for at least 90 percent of the days or minutes a class is taught during a semester or year. All absences from class, excused or unexcused, are counted in determining whether a student has met attendance requirements for credit or a final grade.

Students who are in attendance in a class at least 75% of the days or minutes but less than 90% are eligible to receive credit or a final grade if they complete a plan approved by the principal providing for the student to meet the instructional requirements for the class. Students who are under the jurisdiction of a court in a criminal or juvenile justice proceeding must also obtain the court's consent before credit may be granted.

In the 2022-2023 school year has 80 days in the Fall Semester and 92 days in the Spring Semester. To meet the 90% attendance for credit requirements, students will be allowed no more than 8 absences in the Fall Semester and 9 in the Spring Semester. Each campus has an attendance committee that will review student attendance records. If the committee decides that extenuating circumstances prevented a student from meeting the minimum attendance for credit standard, or fulfilling the principal's plan for meeting instructional requirements, the committee can award credit or tell the student what additional work or time needs to be completed in order for the student to get credit for the grade level or course. We offer an attendance recovery program as one-way students can make up time and ordinarily will charge a fee for participating in that program. If your child needs this program, the principal will provide complete information about the times and cost before your child is assigned.

You will be notified when your child is in danger of losing credit because of absences and will have the chance to meet with the attendance committee to discuss your child's situation.

Conduct and Discipline

Along with this Student Handbook, you and your child may view, online or in the campus office, a copy of the Pottsboro ISD Student Code of Conduct. The Code of Conduct contains the school district's requirements for student conduct and behavior while at school or under the school's jurisdiction. The Code of Conduct also explains different disciplinary actions school officials can take in response to violations of the rules for student conduct and the steps involved in taking disciplinary action. If you have any questions about conduct or discipline rules, please refer to the Code of Conduct or call your child's principal.

A student age 21 or older who has been admitted to District schools to complete the requirements for a high school diploma will not be placed in the District's DAEP or a JJAEP in which the District participates for violations of the Code of Conduct. Instead, the District will revoke the student's admission to the District.

Dress and Grooming Code

We expect students to come to school in clothes that are clean and neat, and we expect students to exhibit basic cleanliness and grooming that will not be a health or safety threat to themselves or to other students or staff. While we understand students' desire to express themselves in their clothing and grooming styles, we do not permit students to wear clothing with pictures, emblems, or writing that is lewd, offensive, vulgar, or obscene or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance that students are prohibited from having or using at school. The administration makes the final decision about all dress and grooming violations. (*For the Dress and Grooming Plan see page 78*).

If your child comes to school wearing clothes that violate the dress code or in any other way violates our dress and grooming standards, the appropriate discipline consequences for the violation will be taken (*For dress code violations, see page 79*).

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, all dress and grooming policies will apply to virtual learning on remote platforms as they would during classroom instruction.

Hall Passes

Students are not permitted in the halls during class periods unless they are accompanied by a teacher or have a hall pass from an authorized staff member. It is the student's responsibility to obtain a hall pass from the teacher prior to leaving the classroom, the student will be required to leave their electronic devices with the teacher while away from instruction. Any student found out of class during instruction time with their device will be subject to the electronic device policy. Students may be sent

directly to the Discipline Management Center (DMC) if they are in the hall without a pass or are in an unauthorized area, even if they have a hall pass. This policy is in effect from 8:00 a.m. to 3:42 p.m. and applies during the lunch periods.

Harassment of Students

We prohibit students from sexually harassing other students and from sexually harassing employees; we also prohibit harassment based on anyone's race, color, religion, gender (including pregnancy), national origin, or disability. Likewise, we prohibit students from bullying each other. Engaging in harassment or in bullying, including cyberbullying, is a violation of the Student Code of Conduct. We, of course, prohibit employees from having any kind of sexual contact or romantic relationship with students enrolled in our schools, even if the student is willing and the parents do not object. See the Student Code of Conduct for a complete description of the offense of "harassment" and possible disciplinary consequences.

If you or your child have a complaint about sexual comments, conduct, contact, or any other inappropriate conduct by a school employee or about any other kind of harassment or bullying, do not hesitate to contact the Title IX coordinator whose name appears at the beginning of this Handbook regarding sexual harassment or the superintendent regarding any other harassment or bullying. We will listen to your concern and conduct a prompt investigation, if warranted based on the allegations. You may report instances of bullying anonymously. We also will look into reports that other students have been making sexual or other harassing comments or engaging in bullying or sexual or other inappropriate conduct. Harassment may ultimately be reported to law enforcement.

Although we will provide you a general report of the results of our investigation of sexual harassment complaints, the same federal law that protects the confidentiality of information about your child (see Family Educational Rights and Privacy Act, p. 10) protects the confidentiality of information about the student you reported for investigation. In other words, we will not ordinarily disclose to you the actual discipline imposed on another student, unless that student's parents give us permission to disclose that information. If the complaint is about an employee's conduct, we will inform you of the results of the investigation and of the general action taken in response if there is a finding of wrong-doing on the employee's part.

Your child's principal can give you a copy of the entire sexual harassment policy and complaint process and will be glad to answer any questions you may have about this subject.

A copy of the entire policy addressing prohibited harassment or retaliation and the process for making reports or complaints related to alleged harassment or retaliation available on-line at www.tasb.org/policy/pol/private/091913. Or a copy is available in the

campus office. See also the FFH(LEGAL) and FFH(LOCAL) included in the appendix of this handbook.

Searches of Students, Lockers, and Vehicles on School Property

The principal or other school administrator can search a student's outer clothing, pockets, or property if she or he has a reasonable basis to suspect that the search will reveal evidence that the student has violated a school rule. The scope of the search will be related to the suspected violation. Lockers are school property and remain under the school's control at all times. Lockers can be searched at any time. **Because students are responsible for any contraband that is found in their lockers and will be disciplined accordingly,** they should not give any other student the combination to their locker or otherwise let anyone else have access to their lockers.

Vehicles parked on school property are also subject to search by the principal or other school administrators if the administrator has a reasonable basis to suspect that there may be contraband of any kind, such as weapons, alcohol, drugs, or any other prohibited substance, in the car.

We periodically bring in trained dogs to sniff around vehicles parked on school property or within 300 feet of school property. If the trained dog alerts to a vehicle, that alert provides a reasonable basis to search the car. We will always ask the student for permission to search when a dog alerts or we have any reasonable basis, such as a reliable tip, to search the vehicle. If the student does not consent, we will ordinarily contact a parent and local law enforcement and turn the matter over to the police. **Because students are responsible for any contraband that is found in a vehicle they have parked on school property and will be disciplined accordingly,** they should be very careful about what goes on in any vehicle they drive to school.

Questioning Students at School

As school officials, we have the right to question your child about his or her own conduct at school and in the investigation of alleged misconduct by other students, or employees to question him or her about the conduct of others. We expect students to cooperate in this process, and the refusal to cooperate will be treated as insubordination and disciplined accordingly. We will not ordinarily contact you before questioning your child about his or her own conduct or about the conduct of other students, or employees but certainly will contact you as provided in the Student Code of Conduct if our investigation shows that your child has violated school conduct rules. The Code of Conduct provides a complete explanation of the discipline processes and when you will be

contacted. Our investigation of possible violations of the Code of Conduct is not a criminal proceeding, and there is no such thing as “taking the Fifth” or a student’s right not to incriminate himself or herself in a school discipline investigation.

Sometimes law enforcement officials or investigators from Child Protective Services (CPS) ask to interview students at school. In the case of an investigator from Child Protective Services conducting a child abuse or neglect investigation, we are required by state law to permit the investigator to talk to the child at school. We will also make every effort to cooperate with law enforcement officials conducting an investigation that requires talking to students.

Pledges, Minute of Silence, Prayer, and Meditation

Each day teachers will lead students in the recitation of the Pledge of Allegiance to the U.S. flag and to the Texas flag. If you do not want your child to participate in this activity, please make a written request to the principal for your child to be excused. Following the recitation of the pledges, the school will observe a minute of silence. During this time, students may choose to reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract other students.

Each student has a right to individually, voluntarily, and silently pray or meditate in school or any school activity in a manner that does not disrupt or interfere with the delivery of instruction or other activities in the school. No school employee can or will require, encourage, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

CURRICULUM AND PROGRAMS

General Curriculum Information

Pottsboro ISD operates a Pre-K—12 program that meets all state curriculum requirements. Schools are organized by grade level, with separate campuses for elementary (kindergarten—grade 4), middle school (grades 5 - 8), and high school (grades 9 - 12).

Special Programs

To meet the requirements of state and federal law, we also offer several programs designed to meet specific needs of some of our students. We identify students as eligible for one or more of these programs based on assessments made after referrals and recommendations from teachers and counselors and will always inform you about the program beforehand. We also can identify students based on an assessment after a request or referral from you. If you have any questions about the referral and identification process for any of the following programs, please contact your child’s teacher(s), counselor, or the campus principal.

Special Education: Pottsboro ISD provides special education and related services for students with disabilities according to individualized plans developed by teachers, parents, counselors, and other professionals. You may request an evaluation of your child to determine eligibility for special education at any time. We decide whether a student needs special education after we complete a comprehensive assessment. Please contact Amy Denton, Diagnostician at (903) 696-0015 or your principal to receive full information about our special education programs. (see also the required Notice at the beginning of this Handbook)

Section 504: Some students who are not eligible for special education and related services may also have disabilities that interfere with their ability to benefit from the regular school program. A committee of educators who have knowledge of the student and his or her needs and limitations will determine what accommodations to the regular method and requirements of instruction are necessary in order for the student to participate. Please contact your principal to receive full information about the school's Section 504 program.

Contact Person: Josh Recer, Assistant Superintendent

Phone Number: (903) 771-0083

Bilingual Education/English as a Second Language: English is the basic language of instruction in our schools. Children who have limited English-speaking skills will have access to programs to help them learn to understand, speak, read, and write the English language. At the time you enroll your children for the first time, you will be asked to complete a Home Language Survey so we know whether to take additional steps to be sure your child is properly served. ESL is offered at Pottsboro ISD.

Gifted and Talented Students: Some children demonstrate or show a potential for demonstrating a remarkably high level of accomplishment when compared to other children of similar age, experience, or environment. These children may perform at a very high level in an intellectual, creative, or artistic area, show an unusually high capacity for leadership, or excel in a particular academic field. We provide a variety of programs, activities, and learning opportunity for these students.

Accelerated or Intensive Instruction/Students At-Risk: Some students do not qualify for special education programs or Section 504 accommodations, but still need some additional assistance to be successful in school and complete the high school program. We provide tutorial programs and intensive or accelerated instruction in subjects where students are showing special difficulty and may provide specially focused instruction to improve students' language and math skills. Some of our specialized programs are designed to help students who are pregnant or are parents or who have been involved in the juvenile justice system. Others are designed to provide additional assistance to

students who have been retained at any grades or have had serious discipline problems.

We will not remove your child from a regularly scheduled class in order to provide remedial tutoring or test preparation if that removal would cause the student to miss the regularly scheduled class more than 10 percent of class time, unless you provide written consent for removal from the class for remedial tutoring or test preparation.

In addition to the circumstances listed above, accelerated instruction will be required during the 2021-2022 school year or subsequent summer 2022 for any student who did not pass STAAR grades 3-8 or EOC assessments. In this case, we will not remove your student from foundation curriculum, recess, or any other physical activity in which your student is participating. Participation in accelerated instruction is subject to state compulsory attendance laws. As such, your student's failure to attend mandated accelerated instruction shall result in attendance violations, such as truancy measures and in some circumstances, grade retention.

Counseling Programs and Services

Academic Counseling

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

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

Personal Counseling

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

Testing and Assessment Programs

The statewide assessment program continues to change, most recently to reduce the number of state assessments required of students. Students and parents will be informed of changes in the program affecting them as those changes are implemented. Secondary students in core curriculum courses will take and generally must pass five end-of-course examinations; students who are unsuccessful on no more than two of those assessments may graduate under a plan established by an Individual Graduation Committee.

Results of the state examinations are used to assess individual student progress, as well as being a significant factor in the campus and district ratings under the statewide and federal accountability system. There is no available option under Texas law for students to opt-out of a STAAR exam for any grade level. Please make every effort to have your children at school on state test administration days and to be sure that they have had plenty of rest the night before and a good breakfast that morning.

High school students can obtain registration and test preparation materials for the Preliminary Scholastic Assessment Test (PSAT), the Scholastic Assessment Test (SAT), and the American College Test (ACT) from the high school counselor. As required by state law, we will annually assess the physical fitness of students in grades 3-12. You may request the results for your child in writing at the end of the school year.

Standardized Testing

*For more information about each of these exams, including dates, amounts, etc., please visit the PHS Counselors' website at www.phscounselors.org

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

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

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness)

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

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

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

Late Arrival and Early Release Periods from School

Pottsboro High School has a late arrival and early release program for only students that are classified as a junior or senior. A student's first class with late arrival would begin at 8:49 a.m. and a student with early release would leave school at 2:46 p.m. Students are expected to arrive at school on time and to leave school promptly. If students begin arriving to school late or not leaving the campus during the early release time, the student will forfeit the release or late arrival period and be scheduled into a class during the release or late arrival time. The following criteria must be met during the student's sophomore/junior year before the student is eligible their junior/senior year for a late arrival or early release period:

- the student must be on track to complete their approved graduation plan
- the student must have passed **all** areas of state assessments
- the student must have no DMC or DAEP assignments during their junior year
- the student must have no more than 7 absences (excused or unexcused) per year during their junior year

- the student must have demonstrated College Career Military Readiness prior to being granted early release or late arrival

During a student's junior and senior year, the release or late arrival period may be forfeited if the student has more than 7 absences (excused or unexcused) during the year, DMC is assigned, or the student is placed in DAEP for any amount of time.

Student Schedule Changes

Two very important points regarding schedule changes: (1) According to the 90% attendance rule, a student must be in a class 90% of the time a class is offered to receive credit for that class, and (2) one of the most critical functions performed by a school is pre-registration of its students. Based on courses that students choose to take during spring pre-registration, classes are scheduled, and teachers are hired for the next school year. Please choose your classes carefully.

In order to provide course continuity, enhance student learning and allow accurate projections for hiring personnel, course offerings, and class sizes, schedule changes after the deadline will be limited to the following:

- The student failed a course required for graduation and must repeat the course,
- The student has enrolled in a specific course for which they have already received credit,
- The student is a senior who needs a specific course required for graduation,
- The student has not completed the necessary prerequisite course(s) to be enrolled in a course,
- A student is enrolled in a Honors/AP course involving an AP agreement and has chosen to change levels at the end of the 1st 6-weeks or 1st semester as per the agreement.

Requests for schedule changes meeting the criteria listed above must be made during the first two weeks of each semester with the exception of Honors/AP courses. Students must follow the guidelines outlined in the Honors/AP contract.

Schedule changes will always be subject to the availability of another suitable course.

Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

Honors and AP course schedule changes will be handled according to the Honors and AP contract. Counselors will review the requests and will accommodate within reason. [See **Honors/AP Contract** for information related to student requests to revise their course schedule.]

Parent Portal and Canvas

Pottsboro ISD utilizes Parent Portal, an online service, for student registration as well as communication about attendance and grades. Parents can stay current on their student's progress in every class by frequently accessing this tool. Each student has a unique login credential and parents with multiple students in the district can combine all their students into one Parent Portal account.

Pottsboro High School also uses Canvas as our technology platform for seamless transition of assignments between the classroom and home. Students and parents have access to a course calendar, assignments, and other classroom activities. It is important to note here that the gradebook in Canvas is not our official gradebook so while it may be indicative of certain Canvas assignments, it is not an indicator of your child's overall grade.

Anyone needing more information may contact the PISD Technology Helpdesk at 903-771-2979 ext.123 or via email at helpdesk@pottsboroisd.org

Grades and Report Cards

Teachers establish their grading standards, including penalties for late work, but those standards must be consistent with guidelines approved by the campus principal. If you have a question about a grade your child receives on an assignment, you should talk first with the teacher. An exam or course grade issued by the teacher is final and will not be changed unless we determine that it was arbitrary, erroneous, or not consistent with the grading standards and policy.

Report cards will be made available through Parent Portal at the end of each grading period. If your child is having trouble in a class, the teacher may ask you to schedule a conference. We encourage you to attend those conferences. If your child's performance in language arts, math, science, or social studies is consistently unsatisfactory, you will receive grade reports every three weeks.

With the report of grades for the first grading period of the school year, we will inform you of the most recent performance rating of your child's campus under the state's Student Achievement Indicator system, along with a definition and explanation of each performance rating.

In the event of a temporary school closure due to a widespread illness or an epidemic, such as COVID-19, the Board of Trustees may amend policies for grading and report cards as necessary.

Grade Averaging

To earn credit in a course, a student must receive a grade of 70 or greater based upon course level or grade level standards. The six weeks and semester grade averages can be no higher than a 100. The method of averaging semester grades will follow these guidelines:

1. Each semester average will be an average of three six weeks grades and a semester exam. Each six weeks grade will count for 30% of the semester grade and the semester exam grade will count 10% of the semester average.
2. Per the State of Texas requirements, students enrolled in Algebra I, English I, English II, U.S. History, and Biology I will take an end-of-course exam in each one of the courses that they are enrolled in beginning with the 9th grade.
3. The final grade will be calculated by the weighted first semester average counting 50% and the weighted second semester average counting 50%. If the final grade is 70 or greater, the student will receive credit for the entire year.
4. One-half credit will be earned if a student earns a grade of 70 or greater in any weighted semester. The credit per semester will be calculated using the semester average to determine a weighted semester average for credit purposes.
5. To utilize the student's EOC results, teachers may use an EOC converted score as a final exam.

Grading Policy

1. Daily work will count no more than 50%.
2. Test average will count no more than 50% and there must be at least (2) tests per six-weeks grading period, with no individual test counting more than 25%.
3. There will be at least 8 to 10 grades taken during each six-week period.
4. All assignments will be graded in some manner, but not every assignment given to students will be averaged into the students' grade.
5. The Honors, AP, and GT grading policy will be at the discretion of the individual teacher based on the College Board requirements.

Semester Exam Exemptions

- ☐ 9th and 10th graders can earn semester/final exam exemptions in all classes except English, Math, Science, and Social Studies courses. Elective classes will follow the exemption policy below. Students may earn exemption from an English, Math, or Science class with a passing score on that class's EOC exam, provided the scores have returned from the State before the date of the semester exam.
- ☐ 11th graders will take the semester/final for Social Studies. Students can earn exemptions in their elective classes by meeting all of the criteria listed below. Students will not be exempt from English, Math or Science if they are not up to date on their EOC exams in the given subject area. Students may earn exemption from their Social Studies class with a passing score on the EOC exam, provided the scores have returned from the State before the date of the semester exam.
- ☐ 12th graders can earn exemptions in all classes by meeting all of the criteria listed

below. 12th graders will not be exempt from English, Math, Science or Social Studies if they are not up to date on their EOC exams for the given subjects.

Exemptions for all four-grade levels may be taken if the following criteria are met:

- No more than 3 absences for the semester
 - Students with 0 absences must have a semester grade average of an 80
 - Students with 1 absence must have a semester grade average of an 83
 - Students with 2 absences must have a semester grade average of an 86
 - Students with 3 absences must have a semester grade average of a 90
- NO DMC or DAEP placement (includes Saturday school when used in place of DMC)
- No more than 1 cell phone violation.

****Please note the only absence that does not count towards the exemption is a school sponsored activity and approved college visit days. With the report of grades for the first grading period of the school year, we will inform you of the most recent performance rating of your child's campus under the state's Academic Excellence Indicator System, along with a definition and explanation of each performance rating.**

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students (*See Policy EIA(LOCAL)*).

Promotion, Retention, Award of Credit

Students are promoted from grade to grade, or awarded credit for a course, based on their mastery of the knowledge and skills that will let them be successful at the next grade level. In secondary grades, students receive credit for a course when they have met all the state and local requirements for that credit.

If your child does not pass the STAAR or EOC examination after the first administration at a grade level, we will provide intensive instruction in your child's area(s) of academic weakness. Contact your principal for more information or see policy EIE (LOCAL).

For grades PK-3, parents may elect in writing for their student to repeat the grade the student was enrolled in during the previous year. Effective only during the 2021-2022 school year and for grades 4-8, parents may elect for their student to repeat the grade the student was enrolled in the previous year. During the 2021-2022 school year, parents may also elect for their student to repeat any course the student was enrolled in during the previous school year, with the exception that parents may not elect for their student to repeat a course if the District determines that the student has met all of the requirements for graduation. If the District disagrees with the parent's election to retain their student in any grade or course, the District shall convene a retention committee meeting to discuss the election. Your student will not be retained if you do not attend the retention committee meeting.

In the event of a temporary school closure due to a widespread illness or an epidemic, such as COVID-19, the Board of Trustees may amend policies for grading and promotion, retention, and award of credit as necessary.

Grade Classification

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

Credits Earned	Classification
Less than 6	Grade 9 (Freshman)
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

Library Facilities, Hours, and Access

Each school has a library available for student research and study, with resources appropriate for needs of the grades served by the campus. The library is supervised by a certified librarian / library aide. Students have access to the library during the school day and during posted hours before and after school.

If you have a concern about library materials available to your child, please contact the librarian, teacher, or the principal. We have a policy and process that will allow you to explain your concerns and reach an understanding about your child's access to the questioned materials.

Educational Technology and Acceptable Use

We are steadily acquiring computers for school use and access to other instructional and research resources through connections to the Internet and the World Wide Web.

These electronic instructional resources are for use at school and for school-related purposes. Before your child is permitted to receive a User Identification and password to use school computers, you and your child must sign a User Agreement that explains acceptable and unacceptable use of school educational technology. You will have the choice to prevent your child from having access to the Internet on school computers.

The following kinds of use of the school's equipment or network are classified as unacceptable under our policy and the User Agreement:

1. Unauthorized use of copyrighted material, including violating District software licensing agreements or installing any personal software on district equipment without approval of the Technology Director. (See EFE)
2. Viewing, posting or distribution of messages that are obscene, vulgar, profane, sexually oriented, sexually explicit, pornographic, highly offensive to others, highly threatening to others, or illegal, because a significant part of the District's educational mission is to instill the habits and manners of civility and to teach students the boundaries of socially appropriate behavior.
3. Personal political use to advocate for or against a candidate, office-holder, political party, or political position. Research or electronic communications regarding political issues or candidates is not a violation when the activity is to fulfill an assignment for course credit.
4. Viewing or participating in social network sites or other than those sponsored and overseen by the District.
5. Tampering with anyone else's computer, files, or e-mail.
6. "Hacking," i.e., attempting unauthorized access to any computer whether within the district's network or outside it.
7. Attempting to change, disable, or destroy District equipment, files, or data or any other user's data or files, including introducing computer viruses into the District's system by any means.
8. Any use that would be unlawful under state or federal law.
9. Unauthorized disclosure, use, or distribution of personal identification information regarding students or employees.
10. Forgery of electronic mail messages or transmission of unsolicited junk e-mail chain messages.
11. Use that violates the student code of conduct.
12. Use related to commercial activities or for commercial gain.
13. Advertisement for purchase or sale of a product.
14. A detailed acceptable use policy is available upon request.

Students who violate the terms of the User Agreement may lose their computer privileges at school, as well as incur consequences under the school's Student Code of Conduct.

VIRTUAL INSTRUCTION

In the event the District provides notice of its intent to offer only virtual instruction for more than one grading period during the regular school year, you may transfer your student to another district that provides in-person instruction during the same school year. Such a transfer is contingent upon the receiving district's acceptance of the student as a transfer.

You have the right to view materials used during your child's participation in virtual or remote instruction, as well as a limited right to observe virtual remote instruction in which your child is participating.

Core Curriculum Improvement Classes

Based on individual EOC results, some students will be scheduled into remediation classes designed to help improve their reading, writing, math, science, and/or social studies skills. Elective credit will be given for such EOC courses, but students will be required to pass the requirements of the course successfully before credit can be given.

Correspondence Courses

Correspondence courses (two units) may be accepted as part of the state high school graduation requirements for accredited schools in Texas. Courses must be taken from one of two centers, which offer secondary level correspondence courses that have been approved by the Texas Education Agency. Prior to enrollment in correspondence courses, students shall make written request to the principal for approval to enroll in the course (See EEJC(LOCAL)). The sources of acceptable correspondence are the Extension Division of Texas Tech University, Lubbock, and/or University of Texas, Austin. See the counselor for information.

Dual Credit

Dual credit classes may be taken at Grayson County Community College. The dual credit classes will be calculated in the GPA in one of the following ways:

1. The class taken is on the dual credit list and a grade of at least a "B" made in the class equals an advanced measure credit and calculated into the GPA using Level 4 points (Level 3 points for students entering high school in the 2016-2017 school year). If a "C" is earned it will count as dual credit and calculated into the GPA but no advanced measure will be awarded per state guidelines.

2. The class is not on the dual credit list, prior permission obtained before class is enrolled in, and a grade of at least a "B" made in class equals an advanced measure credit but not calculated into the GPA.
3. The class is on the dual credit list but the class is not offered at PHS (i.e. technical courses), prior permission obtained before the class is enrolled in, and a grade of at least a "B" made in class equals an advanced measure credit.
4. The class is on the dual credit list but the student withdraws from the class before the semester grade is finalized. The grade at the time the student withdraws will be the grade that is posted on the high school transcript and will be used in calculating the students G.P.A. In some cases, the grade can be transferred into a class at PHS (i.e., college government class to PHS government class.) The G.P.A. would be calculated using the PHS weighted grade system for the high school course that the student changes too.
5. Students may take as many Level 3 and Level 4 courses as possible, but each school year only four Level 3 and Level 4 courses per semester will be used in calculating GPA. Academic classes (i.e. AP courses, English DC, U.S. History DC, Government DC, Psychology DC, Speech DC, and Economics DC) will be used first when calculating GPA. This excludes Spanish 3.
6. If a student receives a DAEP placement that extends into the beginning of the school year, enrollment in dual-credit courses may be denied.

Steps to Admission – Dual Credit @Grayson County College

STEP 1: Application

Visit with high school counselor

Apply for admission online at www.grayson.edu

Click on "Apply Online"

Complete form and click submit

STEP 2: Texas Success Initiative

- Pass the appropriate placement test- Show proof of exemption. (Testing Center 903-463-8724).

Exemptions:

ACT—23 Composite (19 in math and 19 in English)

SAT—1070 Composite (500 in math and 500 in verbal)

STEP 3: Enrollment

- Contact an enrollment advisor in person, by email, or phone. Advisors and Counselors register students for dual credit and concurrent enrollment—high school students are not approved for web registration.
- Pay for classes in the Business Office or online using Campus Connect

Assessment Information

Test information, registration deadlines, dates, and fee information can be accessed through www.grayson.edu. First, click on Getting Started and then click on Testing. The testing center can be contacted at 903-463-8724.

TSI or the Texas Success Initiative is a program mandated by Texas law, and its requirements apply to all students in Texas public colleges and universities.

In order to help students succeed in their academic careers, the TSI program evaluates each student's abilities in the areas of reading, writing, and mathematics. In accordance with the Texas Success Initiative, students are required to take a state approved assessment prior to enrollment at GCC, or to demonstrate college readiness with performance on another state approved test. Once you have completed the requirements for a particular area of TSI, you may then proceed to college-level courses.

Important

- High school students who do not demonstrate college readiness with performance on a state approved test will not be able to register for dual credit classes in the non-passed subject areas.

Is There a Difference Between Dual Credit and Concurrent Students?

Yes. Both dual credit and concurrent students are high school students earning college credit; however, they differ in key areas.

Dual Credit Student—A high school student earning BOTH high school and college credit. These credits apply to both the student's high school work to achieve the HS diploma, and toward earning college credits for a degree or certificate. Dual credit students typically attend dual credit classes on the high school campus.

Concurrent Student—A high school student who takes college classes on their own—not earning dual credit with the high school. Concurrent students earn college credit for the college-level classes they take, but not for high school credit. Concurrent students seeking dual credit must contact their high school counselor.

National Honor Society Guidelines

To be eligible for membership in the Pottsboro Chapter of the National Honor Society, a student must be at least a junior and have a grade average of 3.5 or better based on the PHS handbook. Consideration is based on scholarship, service, character, and leadership. Students who are academically eligible must complete a Pottsboro National Honor Society information form and submit it to the NHS advisors. A faculty council will

review this and other verifiable information about each candidate. Input from all faculty members is requested. Candidates receiving a majority vote of the faculty members will be inducted in the fall of each year. Meeting grade requirements and documented completion of required community service projects are necessary for students to wear the National Honor Society cowl during the high school graduation ceremony. National Honor Society members may be dismissed if their grade point average falls below 3.5. At all times, students are expected to follow the Student Code of Conduct found in the handbook. All UIL rules and regulations concerning competitions and contests will be in effect.

AP Scholars/Dual Credit Scholars

To encourage students to pursue a more rigorous course of study, Pottsboro High School recognizes students that complete the following requirements as an AP Scholar or Dual Credit Scholar:

- Completed four credits in the following courses with at least a grade average of an 80 each semester
 - Algebra 1 (taken in 8th grade only)
 - Geometry Honors
 - Algebra 2 Honors
 - Calculus AP
- Completed three credits in the following courses with at least a grade average of an 80 each semester
 - Biology 1 Honors
 - Chemistry Honors
 - Physics Honors
 - Physics AP
- Completed four credits in the following courses with at least a grade average of an 80 each semester
 - English 1 Honors
 - English 2 Honors
 - English 3 AP
 - English 4 AP (AP Scholars)
 - English 1301/1302 (Dual Credit Scholars)

- Complete four credits in the following courses with at least a grade average of an 80 each semester:
 - World Geography Honors
 - World History Honors
 - U.S. History AP
 - Government AP (AP Scholars)
 - Economics AP (AP Scholars)
 - Government 2305 (Dual Credit Scholars)
 - Economics 2301 (Dual Credit Scholars)

Students are required to take the AP exam for each AP course they complete to receive the honor of AP Scholar.

Students are required to make an 80 or better in 12 hours or more of Dual Credit in order to receive the honor of Dual Credit Scholar.

Top 10% Rule

Students who are in the top 10 percent of their graduating class are eligible for automatic admission to any public university in Texas. The exception to this rule is with the University of Texas (see Counselor's website for more details). To be eligible for automatic admission, a student must:

- Graduate in the top 10 percent of his or her class at a public or private high school in Texas, or
- Graduate in the top 10 percent of his or her class from a high school operated by the U.S. Department of Defense and be a Texas resident or eligible to pay resident tuition;
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline (check with the university regarding specific deadlines).
- Students admitted through this route may still be required to provide SAT or ACT scores, although these scores are not used for admission purposes. Students must also take the TSI test, unless exempted from the test requirement. Check with the admissions office regarding TSI, SAT, and ACT requirements.

After a student is admitted, the university may review the student's high school records to determine if the student is prepared for college-level work. A student who needs additional preparation may be required to take a developmental, enrichment, or orientation course during the semester prior to the first semester of college.

Admission to a university does not guarantee acceptance into a particular college of study or department.

Summer School

Information can be obtained in the counselor's office during the month of May. The purpose of summer school is to enable students to make up courses failed. Students enrolled in the Pottsboro schools who desire to take summer school courses may do so at Denison, Sherman, or Pottsboro. Administrative approval is required. Summer school grades will stand alone; they will not be averaged with the regular semester.

OF SPECIAL INTEREST TO STUDENTS

Extracurricular Activities

We offer a variety of school-related extracurricular activities and encourage students to participate in those that are of interest to them. Some activities, such as FFA, OAP and NHS are closely related to subjects taught in the curriculum; others, such as the Student Council, help students build leadership skills. All of the athletic and sports teams that participate in University Interscholastic League (UIL) athletic competition are extracurricular, as is the Pottsboro Cardinal Pride Marching Band and cheerleading. Although most extracurricular activities are designed for secondary students, those in grades 6 - 12, we encourage elementary age students to participate in UIL Academic activities and competitions.

Participation in extracurricular activities is a privilege, not a right. By state law, students must make a passing grade in all their classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period, unless the failing grade was received in an advanced placement or international baccalaureate course or in an honors or dual credit course in English language arts, math, science, social studies, or a language other than English. Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension but cannot perform or compete. If the student raises

the grade(s) to passing within three weeks, and is passing all classes, she or he will regain eligibility to perform or compete.

Many of our approved extracurricular activities have standards of conduct, dress, and grooming that are stricter than those that apply to all students. You and your child will be informed of those rules at the beginning of the semester, school year, or activity and will be asked to sign a form acknowledging that you are aware of those standards and know that violation of those standards will result in suspension or removal from the activity. These additional rules are authorized by the school board, which has delegated to the superintendent the authority to approve them.

Our secondary schools have established a limited open forum that permits students to meet on school premises during non-instructional time before or after school in groups that are not related to the curriculum. Meetings of these groups must be student-initiated and student-run. School employees cannot be sponsors of these groups, and adults from outside the school system cannot direct, conduct, control, or regularly attend these meetings.

Students who participate in UIL athletic activities will be subject to random testing for the presence of illegal steroids as required by UIL rules and regulations. Students can miss a class no more than 15 times in the school year to participate in an approved extracurricular activity. If a student advances to a post-district competition prior to state, she or he is allowed up to five additional absences; a maximum of two absences are allowed for competition at the state level (*See FM(LOCAL)*).

Student Publications/Distribution of Materials

All materials prepared and published as part of a school's journalism or language arts programs are under the control and supervision of the administration and the Board of Trustees. The principal has final approval authority on all materials published or distributed in the name of the school.

Each campus has an area in the school where non-school publications or materials that have been approved by the principal can be made available to students. Students are not permitted to distribute non-school publications or materials in the classroom or hallways.

Before non-school materials or publications are made available to students in the designated area, they must be submitted to the principal for review and approval. The principal will make a decision within 24 hours of the time the materials are submitted, and his or her failure to act within that time is interpreted as disapproval. If the materials are disapproved, students can appeal to the superintendent using the student complaint policy FNG (LOCAL).

Lunch Period Procedures

Because PHS operates under a closed campus policy, the following guidelines are applicable:

- All students must remain at school during lunch.
- All students wishing to do so may bring sack lunches. All food and drink must be consumed in the cafeteria. Food and drink are not to be taken outside or into any other area of the building.
- After students finish eating, they must stay in the cafeteria. Students are not allowed in any other area of the building, grounds, or parking lots during lunch.
- Students should pick up their trays, clean their tables, and discard all trash in trash containers.
- Parents may only bring in food for their student.
- Food deliveries through a 3rd-party service (ie: UberEats, GrubHub, etc.) are prohibited.

Parking/Driving at School

Students driving cars to school are subject to all state and local traffic laws and regulations while they are on school property and must practice courteous and safe driving habits around school. The principal will establish student parking areas, and students must park only in those designated areas. Students are not allowed to park in areas marked "Staff." Students may apply for a parking permit by completing the proper form through the high school office. Cars parked in unauthorized areas will be towed away at the owner's expense.

Before a student is eligible to receive a parking permit, the student shall be required annually to sign a consent form agreeing to be subject to the rules and procedures of the drug-testing program. If the student is under the age of 18, the student's parent or guardian shall also sign a consent form. If appropriate consent is not given, the student shall not be allowed to participate in extracurricular activities or to receive a parking permit. Consequences and detailed drug testing policy can be found in District policy FNF Local.

Graduation Plans

Endorsements;

- ✓ STEM (Science, Technology, Engineering, Math)
- ✓ Business and Industry
- ✓ Public Services
- ✓ Arts and Humanities

- ✓ Multidisciplinary

Foundation – Statutory Requirements

Beginning in the 2014-2015 school year, school districts must ensure that each student, on entering the ninth grade **indicates in writing an endorsement** that the student intends to earn.

Students under the distinguished academic plan need to complete additional courses in Math and Science to earn that distinction towards their endorsement. Students are also encouraged to take advanced coursework in their academic and career relate disciplines.

PISD additional course requirements include Algebra II, Speech, Health, World History, and World Geography/AP Human Geography. (If students take dual credit their Junior year the Psychology credit will satisfy the Health credit required by the district.)

Instructions for Personal Graduation Plan Checklist

Coursework

House Bill 5 (HB 5), passed by the 83rd Texas Legislature and signed by the governor, provides for a new set of graduation plans for Texas students. These graduation plans consist of a foundation plan for every Texas student and five endorsements from which students may choose, depending on their interests. When selected, students will complete each of these endorsements with four English Language Arts, four Mathematics, four Science, and four Social Studies credits. Students are also required to complete two foreign language credits.

Students entering 9th Grade must choose from one of the following endorsements:

- Arts and Humanities
- Business and Industry
- Multidisciplinary Studies
- Public Services
- STEM

Students may change their endorsement at any time prior to graduation.

To qualify as part of the top ten percent of their graduating class, students must successfully complete Algebra II and Physics.

PISD additional course requirements for the Foundation Plan:

- Algebra II
- Speech/Health
- World History
- World Geography/AP Human Geography

Graduation Options

Foundation Graduation Program

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

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

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB exam, on certain national college preparatory 66 and readiness or college entrance exams, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

Foundation Plan

<i>Subject Area</i>	<i>Minimum Requirements</i>	<i>Foundation Plan + Endorsement*</i>	<i>Foundation Plan w/ Endorsement and Performance Acknowledgment**</i>
English	4	4	4
Math	3	4	4
Science	3	4	4
Social Studies	4	4	4
Foreign Lang.	2	2	2
Fine Arts	1	1	1
Physical Ed.	1	1	1
Speech/Health	1	1	1
Electives	3	5	5
Total Credits	22	26	26 + Additional Measures

**Please see page 11 for the endorsements offered at Pottsgoro High School*

***The ways students can receive a performance acknowledgment are listed below*

Endorsements

Arts & Humanities (fine arts)

- ___ Band (Band I, II, III, IV)
- ___ Art (Art I, II, III, IV)
- ___ Choir (Choir I, II, III, IV)
- ___ Theater (Theater Arts I, II, III, IV)
- ___ Theater Production (Theater Arts I, Theater Production I, II, III)

Business & Industry

- ___ Advanced Manufacturing Technology Certificate Program (Principals of Ag, Technical Calculations/Precision Tools & Measurement, dual credit courses at Grayson)

___ Ag, Foods, and Natural Resources (Principals of Ag, Wildlife or Horticulture, Practicum, Advanced Animal Science)

___ Ag, Foods, and Natural Resources-Floral Design Pathway (Art I, Horticulture or Art 2, Floral Design I, Floral Design II)

___ Ag Mechanics (Principals of Ag, Ag Mechanics, Ag Power Systems or Ag Fabrication, Practicum-Shop)

___ Financial Systems (BIM I, Principals of Business, Marketing, & Finance, BIM II, Sports & Entertainment Marketing, Dollars & Sense)

___ Hospitality & Tourism (Principals of Hospitality & Tourism, Travel & Tourism Management, Culinary Arts I, Practicum in Culinary Arts)

Public Service

___ Education & Training (BIM 1, Principals of Education, Human Growth & Development, Practicum 1, Practicum 2)

STEM

___ Mathematics (Algebra 1, Geometry, Algebra II, AP Calculus or Pre-Cal or Foundations of College Math)

___ Science (Biology, Chemistry, Physics, Advanced Animals Science or AP Physics or Forensic Science or Anatomy & Physiology)

Multidisciplinary Studies (dual credit courses count towards this endorsements)

- Any student can receive a multidisciplinary endorsement by completing four years of English, Mathematics, Science, and History.

English 1/Honors English 1	English 2/Honors English 2	English 3/AP English 3	English 4/AP English 4
Biology/Honors Biology	Chemistry/Honors IPC	Physics/Honors Physics	4 th Year Science
W. Geo/AP Human Geo	W. Hist./ Honors W. Hist.	US Hist/ AP US Hist	Govt/Econ/ AP Govt/Econ
Algebra I	Geom/Honors Geom	Alg 2/Honors Alg 2/ AP Calculus AB	4 th Year Math

Performance Acknowledgment *(additional measures)*

A student may earn a performance acknowledgement on their transcript in the following ways:

☐ Dual Credit Courses

- At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas Core Curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0
- An associate degree while in high school

- ❑ Bilingualism
 - Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
 - Completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100
- ❑ College Board Advanced Placement (AP)
 - A score of 3 or above on a College Board Advanced Placement examination
- ❑ PSAT/SAT/ACT
 - Earning a score on the Preliminary SAT/National Merit Scholarship Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation
 - Earning scores of at least 410 on the evidence-based reading section and 520 on the mathematics section of the SAT®
 - Earning a composite score on the ACT® examination of 28 (excluding the writing subscore)
- ❑ Business or Industry Certification or License
 - Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification
 - Performance on an examination sufficient to obtain a government-required credential or practice a profession

PHS 4-Year Plan with Endorsement

Grad Plan for:	2018 and after grads		My Graduation Plan Type is:				Office Use Only	
			<input type="checkbox"/> Foundation with Endorsement <input type="checkbox"/> Foundation with Endorsement and Performance				Date Received: _____	
Subject	Foundation Plan + Endorsement	Foundation w/ Endorsement and Performance Acknowledgement	Acknowledgment Endorsements/Cluster Area (check at least ONE endorsement and circle ONE cluster area) <input type="checkbox"/> Arts & Humanities <input type="checkbox"/> Busi- ness & Industry Fine Arts (Art, Band, Choir, Theater) Agriculture (Ag, Foods, Agricul- ture (Ag Mech) & Natural Resources) <input type="checkbox"/> Public Service Education & Training Advanced Manufacturing Finance <input type="checkbox"/> STEM Hospital- ity & Tourism STEM (Math or Science) <input type="checkbox"/> Multidisciplinary *Please refer to student course catalog for more information on En- dorsements & Cluster Areas				Date(s) Amended/Initial: _____ _____ _____ _____ _____	
English	4	4						
Math	4	4						
Science	4	4						
Soc Studies	4	4						
Foreign Lang.	2	2						
Fine Arts	1	1						
Physical Ed	1	1						
Speech/Health	1	1						
Electives	5	5						
Total Credits for Grad:	26	26 + Additional Measures						
	Subject	9th Grade	10th Grade	11th Grade	12th Grade	After High School		
1	English					My Post High School plans will take me to: (Check as many as apply): <input type="checkbox"/> Two Year College <input type="checkbox"/> Technical Training <input type="checkbox"/> Four Year College <input type="checkbox"/> Employment <input type="checkbox"/> Military <input type="checkbox"/> Other		
2	Math							
3	Science							
4	Social Studies							
5	Required/Elec- tive							
6	Endorse- ment/Elective							
7	Endorse- ment/Elective							
8	Endorse- ment/Elective							

Personal Graduation Plan

If your child is in middle school or high school and does not perform successfully on any state assessment or if we determine that your child is not likely to receive a high school diploma within five years of beginning the 9th grade, you will be asked to participate in developing a personal graduation plan for your child. That plan will identify your child's education goals and will take into consideration your educational expectations for your child. Should a personal graduation plan be appropriate for your child, the counselors and principal will contact you with more specific information.

House Bill 5 from the 83rd Legislature (2013) left this section in place for 2013-14 school year; in 2014-15, however, the junior high/middle school PGP will be in place for the students described above and a new mandatory PGP for every high school student will be implemented.

Graduation Honors

Valedictorian and Salutatorian will be selected from those students taking the Distinguished Achievement/Performance Acknowledgment Plan. In order for a student to be considered for these two honors, the student must be continuously enrolled in the high school for the four school years immediately preceding graduation. The valedictorian and salutatorian will be the highest two ranking individuals in the class based on the student's grade point average. Calculating the G.P.A. for honor graduates from Pottsboro High School shall be done from each semester grade (grades 9-11) plus the first semester grade and the average of the 4th and 5th six-weeks' grades earned in grade 12 plus each semester grade earned during the eighth grade for high school credit (i.e. Health and Algebra 1). The high school's weighted G.P.A. system will be used for any high school credit course taken during grades 8-12. Students enrolled in Dual Credit courses will receive a midterm grade posted by the college. The midterm grade will be used as the 4th and 5th six-weeks' grade and will be calculated in the student's G.P.A. The high school's weighted G.P.A. system will be used for any high school credit course taken during grades 8-12. The only exception will be for the following courses and these courses will not be counted for determining class rank by grade point average: local credit courses, credit by exam, summer school courses, independent study courses, credit-recovery courses, and correspondence courses. Students may take as many Level 3 and Level 4 courses as possible, but each school year only four Level 3 and Level 4 courses per semester will be used in calculating GPA. Academic classes (i.e. AP courses, English DC, U.S. History DC, Government DC, Psychology DC, Speech DC, and Economics DC) will be used first when calculating GPA. Spanish 3 will be excluded from the possible 4 courses.

Honor students will be the top 10% of the graduating class and will be selected from the Distinguished Achievement/ Performance Acknowledgment Plan and will not exceed the mathematical calculation of 10% of the number of students in the graduating class.

Class Ranking

Class rankings are calculated for the first time at the end of the freshman year. In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, the Board of Trustees and the Pottsboro ISD administration may amend policies for graduation honors and class ranking as necessary. Students will use the latest ranking in relation to their college application deadlines. The number of students in the top 10% for automatic admission to a Texas college will not exceed the mathematical calculation of 10% of the number of students in the graduating class. For the purpose of determining graduation honors and class rank, grade points (determined by weighted grades) shall be employed to evaluate performance on each level of instruction.

Calculating the G.P.A. for honor graduates from Pottsboro High School shall be done from each semester grade (grades 9-11) plus the first semester grade and the average of the 4th and 5th six-weeks' grades earned in grade 12 plus each semester grade earned during the eighth grade for high school credit (i.e. I.P.C. and Algebra 1). The high school's weighted G.P.A. system will be used for any high school credit course taken during grades 8-12. Students enrolled in Dual Credit courses will receive a midterm grade posted by the college. The midterm grade will be used as the 4th and 5th six-weeks' grade and will be calculated in the student's G.P.A. The high school's weighted G.P.A. system will be used for any high school credit course taken during grades 8-12. The only exception will be for the following courses and these courses will not be counted for determining class rank by grade point average: local credit courses, credit by exam, summer school courses, independent study courses, credit-recovery courses, and correspondence courses. Students may take as many Level 3 and Level 4 courses as possible, but each school year only four Level 3 and Level 4 courses per semester will be used in calculating GPA. Academic classes (i.e. AP courses, English DC, U.S. History DC, Government DC, Psychology DC, Speech DC, and Economics DC) will be used first when calculating GPA. To resolve ties in ranking of students, numerical grade point averages shall be used. Honor students will be the top 10% of the graduating class and will be selected from Distinguished Achievement/Recommended programs. Spanish 3 will be excluded from the possible 4 courses.

Under state law, students who are ranked in the top 10% of their graduating class are generally eligible for automatic admission to all Texas state colleges and universities, including The University of Texas system and the Texas A&M University system. Beginning with the 2019-2020 school year, all valedictorians, regardless of class size, are guaranteed automatic admission to all state-funded universities in Texas. For students eligible to enroll at the University of Texas at Austin during the summer or fall 2019 term, the University will automatically admit all eligible applicants who are within the top 6% of their high school graduating classes. The

school counselor will provide more detailed information about this opportunity during a student's first year of high school, including information about eligibility for financial aid. Please contact the school counselor at any time for information.

Weighted Grade Point System

Pottsboro High School uses a weighted grade point/grade average system that is designed to recognize the relative difficulty and effort required for the course. The additional grade point/points on the grade are used solely for ranking purposes and will not be reflected in the grades recorded on your child's official transcript or Academic Achievement Record. Points shall be assigned per semester credit as follows:

Numeric Average	Level 4	Level 3	Level 2	Level 1
100	6.00	5.00	4.00	2.00
99	5.90	4.90	3.90	1.95
98	5.80	4.80	3.80	1.90
97	5.70	4.70	3.70	1.85
96	5.60	4.60	3.60	1.80
95	5.50	4.50	3.50	1.75
94	5.40	4.40	3.40	1.70
93	5.30	4.30	3.30	1.65
92	5.20	4.20	3.20	1.60
91	5.10	4.10	3.10	1.55
90	5.00	4.00	3.00	1.50
89	4.90	3.90	2.90	1.45
88	4.80	3.80	2.80	1.40
87	4.70	3.70	2.70	1.35
86	4.60	3.60	2.60	1.30
85	4.50	3.50	2.50	1.25
84	4.40	3.40	2.40	1.20
83	4.30	3.30	2.30	1.15
82	4.20	3.20	2.20	1.10
81	4.10	3.10	2.10	1.05
80	4.00	3.00	2.00	1.00
79	3.90	2.90	1.90	0.95
78	3.80	2.80	1.80	0.90
77	3.70	2.70	1.70	0.85
76	3.60	2.60	1.60	0.80
75	3.50	2.50	1.50	0.75
74	3.40	2.40	1.40	0.70
73	3.30	2.30	1.30	0.65
72	3.20	2.20	1.20	0.60
71	3.10	2.10	1.10	0.55

70	3.00	2.00	1.00	0.50
< 70	0.00	0.00	0.00	0.00

Course Levels

COURSES			
Level 4	Level 3	Level 2	Level 1
Calculus AP English 3 AP English 4 AP Physics AP Government AP Economics AP US History AP Human Geography AP Psychology AP Adv. Animal Science Dual Credit Art Appreciation Dual Credit College Credit (Academic Courses Only)	Algebra 1 (8 th Grade) Honors Geometry Honors Algebra 2 Honors Biology Honors IPC Honors Physics Honors English 1 Honors English 2 Honors World History College Credit (CTE Courses)	All other courses not listed as Level 3 or Level 4. Algebra 1 (credit re- ceived in grades 9-12) Pre-Calculus	All modified or functional courses
CLASS RANK: All Courses * GRADE POINT AVERAGE: All Courses * HONOR COURSES: All Level 3 Courses, All Level 4 Courses <i>*Exception: credit by exams, local credit courses, correspondence courses, credit recovery courses, and summer school courses.</i>			

Transfer Grades

Students who transfer to Pottsboro High School with letter grades will receive the following numerical-grade equivalencies if there is no numerical equivalency on the transcript. If there is a range, the midpoint grade will be used.

A+ = 98	B+ = 88	C+ = 79	D+ = 74
A = 95	B = 85	C = 77	D = 72
A- = 91	B- = 81	C- = 75	D- = 70

When a student transfers grades for properly documented and eligible courses, such as Honors, and AP courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District if the same course is offered to the same class of students in the District. G.P.A. points will not be awarded if the identical advanced class is not offered by the District.

Graduation Exercises

Graduation exercises are held at the end of the school year. All students who have completed all graduation requirements are eligible to participate in graduation exercises. State law requires that we permit a student with disabilities who has completed four years of high school but has not completed all requirements for graduation under the student's individualized program to participate in graduation exercises if they wish to. Students may participate in only one graduation exercise.

Participation in graduation exercises is a privilege, not a right, and students who do not comply with dress, grooming, and conduct standards for the ceremony will be removed from the ceremony. Graduating students who were assigned to the district's Disciplinary Alternative Education Program through the end of school year and successfully completed their term of assignment in the DAEP without further disciplinary action may be allowed to take part in graduation ceremonies. That decision rests with the principal and cannot be appealed. See the Student Code of Conduct for additional information.

The graduation ceremony is a milestone event commemorating an achievement in the lives of our graduates. The planning and execution of the ceremony is under the joint control of the graduating class, which will decide on the basic organization and components of the ceremony, and the administration, which will exercise editorial review and approval of the speeches and other comments to be delivered by the Valedictorian and Salutatorian and any other students. With one legally required exception, only those students who have completed all state and local requirements for receiving a diploma, including passing the requisite number of end-of-course examinations or fulfilling requirements established by an Individual Graduation Committee, are eligible to participate in graduation exercises.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, the Pottsboro ISD administration may amend procedures for graduation exercises as necessary.

FAFSA PREREQUISITE TO GRADUATION

Before a student can graduate from high school, he/she must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). A student will be exempted from this requirement if the

student's parent or other person standing in parental relation submits a signed form indicating that the student is authorized to decline to complete and submit the financial aid application. A school counselor, in his/her own discretion, may exempt a student from this requirement. A student may also submit a signed form declining completion of the financial aid application if the student is 18 years of age or older or the student's disabilities of minority have been removed for general purposes under Chapter 31 of the Texas Family Code. The District has made available to parents and students a standard form for declining completion of the financial aid application.

To confirm that your student has completed and submitted the required applications for FAFSA, your student must provide one of the following:

- Date included in the "FAFSA Process date" field in ApplyTexas Counselor Suite FAFSA data; or
- Notification from USDE that demonstrates a student has completed and submitted a FAFSA, such as an email confirmation of submission; or
- Alternate proof of FAFSA completion that may be provided by a student based on the local policy developed by a district or charter school. Some examples may include:
 - Screenshot of FAFSA submission acknowledgement page
 - Financial aid award letter from an Institution of Higher Learning
 - Other, as established by local policy

To confirm that your student has completed and submitted the required applications for TASFA, your student must provide one of the following:

- Copy of signature page;
- Screenshot of TASFA submission acknowledgement page (from those institutions that offer an electronic form); or
- The opt out form

OF SPECIAL INTEREST TO PARENTS

Parent Rights

Academic Programs: You can ask the principal to change your child's class assignment (*from one course to another but not from one teacher to another*); however, the principal is not required to make the reassignment and will not do so ordinarily if that change would affect the assignment or reassignment of another student (*See Schedule Changes pg. 24*).

You can ask the school board to add a specific academic course to the schedule and offerings. If the administration and the board determine that the course is among those included in the State Board of Education-approved curriculum and that there

is sufficient interest in the class to make it economically practical to offer the class, the request will not be unreasonably denied.

You can ask that your child be permitted to attend a class for credit above his or her grade level. If the counselor and child's current and prospective teacher expect that the child can perform satisfactorily in the class, the request will not be unreasonably denied.

Teaching Materials: You may review all teaching materials, textbooks and other teaching aids used in your child's classroom and may review all tests administered to your child, after the test is given. To review these materials, please contact the principal, who will make arrangements to provide you access to those materials at school during regular school hours.

Some textbooks are so expensive that we purchase classroom sets rather than a textbook for each student taking the course. You may request that your child be permitted to take home any textbook used by the student, and if a book is available, we will gladly honor that request. If the teacher requests it, the student must return the textbook to school the following school day.

Records and Other Information: As we stated in the "Required Notices" section of this Handbook, you have a right of access to all written educational records that we maintain concerning your child. You also can receive full information about any and all school activities in which your child is involved. However, as we explained in the section on "Questioning Students at School," we must comply with a request or directive from a Child Protective Services investigator regarding contact with or information to parents about an investigation.

Video and Audio Recording: We will seek and obtain your written consent before any school employee makes an audio or video recording of your child, except that your prior consent is not required before a recording that will be used only for:

- safety purposes, including maintaining order and discipline in common areas of the school or on school buses; or
- a purpose related to a co-curricular or extracurricular activity; or
- a purpose related to regular classroom instruction; or
- video surveillance of special education settings in accordance with Texas Education Code section 29.022;
- media coverage of the school.

Psychological Examinations: We will seek and obtain your written consent before conducting any psychological examination, test, or treatment of your child, unless the examination is part of an investigation by Child Protective Services in response to a report of known or suspected child abuse or neglect. If the examination or test is part of the comprehensive assessment to see if your child needs special education or related services, before we obtain consent, on your request, we will provide you with information about the name and type of examination and how the examination will be used to develop an appropriate individualized program for your child.

Exemption from Instruction: You may temporarily remove your child from a class or other school activity that conflicts with your religious or moral beliefs if you provide a written statement authorizing the removal to your child's teacher. However, you are not entitled to remove your child from class or an activity to avoid taking a test, including a state assessment, or to prevent your child from taking a subject for an entire semester. Your child will be required to satisfy grade level or graduation requirements, regardless of any periods of temporary removal based on your religious or moral beliefs. Before providing instruction on human sexuality, the prevention of child abuse, family violence, dating violence, and sex trafficking, the District must first obtain written consent from the parent. The written consent for provision of these forms of instruction shall be sent to parents at least 14 days before instruction will begin.

Campus Performance and Accountability: We will keep you informed annually of your children's campus ratings and whether the campus has been identified under state and federal law as one that needs improvement. If the campus is so identified, we will inform you of your rights regarding public school choice and transportation at that time. You will receive information with your child's report card for the first reporting period of each year related to the campus performance rating under the state accountability system.

School Marshals: You may request in writing to be informed in writing whether any school employee at your child's campus is currently also appointed as a school marshal; however, we will not disclose the identity of that person.

Visiting School

You are welcome to visit your children's schools from time to time; however, we ask that you comply with our policy requiring **all** visitors to go first to the principal's office and sign in with a valid driver's license. We have this policy for the safety of your children and our staff. Parents and any other person on campus without the principal's knowledge will be considered as trespassers.

We also expect parents to be polite and civil in their dealings with all school staff. We do not permit or tolerate abusive, disrespectful, threatening, lewd, profane, or offensive language from your children at school, and we will not tolerate it from parents. Parents who create a disruption at school or behave unacceptably may be prohibited from coming onto school property without specific authority and will be treated as criminal trespassers if they disregard the principal's or superintendent's directive.

While we encourage you to be involved in your children's education and knowledgeable about their classes, teachers, and curriculum, it has been our experience that frequent and lengthy visits to the classroom are disruptive both to teaching and learning. The principal can limit or restrict the frequency and duration of classroom visits to be sure that disruption of the instructional process does not occur.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, Pottsboro ISD may deliver instruction to its students virtually through a remote learning platform. If you wish to view or attend a virtual learning session, you must first obtain approval of such a request from the campus principal. The principal can limit or restrict the frequency and duration of virtual classroom visits to ensure that disruption of the instructional process does not occur.

We encourage you to come to school occasionally and eat lunch with your child; unless we have possession of a court document that limits a possessory conservator's (that is the parent who does not ordinarily have custody of the student) access to their child while at school, we will permit either parent to eat lunch with their children at school. The principal's office must be consulted concerning any special visitors coming to the school. Any approved visitors must check in at the front office. The principal has the right to refuse entry or to request unauthorized persons to leave the school campus.

Complaint Process

We realize that situations may arise when parents disagree with a decision that affects their child or believe that a policy has been improperly applied to their child. A number of these types of disputes or controversies have specific processes for pursuing those concerns. The principal can provide you with a copy of the relevant policies and procedures. Reference policy DGBA(LOCAL), FNG(LOCAL), GF(LOCAL), and FFH(LOCAL).

In general, all parent complaints should be brought initially to the teacher involved or the campus principal within 15 business days of the events or situation that you are concerned about. Often the problem can be resolved through an informal conference with the teacher or principal. On those occasions when a conference does not take care of problem, you should request a copy of the complaint policy and complaint form from the principal's office. In order for your concern to be resolved at the earliest possible level, you must put your complaint in writing on the form provided before meeting formally with the principal.

The principal will schedule a conference with you and give you a written response within ten business days after the conference. You will also have an opportunity for a conference with the superintendent if the principal has not resolved the matter. If the superintendent is not able to take care of the problem, you can make a written request for the Board of Trustees to consider the matter at its next regular meeting. You must, however, follow our established policies and use our forms.

Individual trustees cannot respond to parent complaints beyond referring the matter to the administration. Furthermore, the board of trustees will not permit complaints

to be heard in the public comment or open forum portion of board meetings. In order for the board to take any action on a complaint, you must follow the complaint process established in policy.

Student Health Concerns

We have adopted and enforce policies to ensure that our campuses comply with Texas Department of Agriculture guidelines for restricting student access to vending machines containing foods of minimal nutritional value. Generally, this means that soft drinks and other foods of minimal nutritional value will not be available to elementary students during the school day or to secondary students during any designated meal periods.

As required by state law, we have and enforce prohibitions against student possession and use of tobacco, tobacco products, and e-cigarettes or vape on campuses or school-sponsored or related activities. These prohibitions are addressed in the Student Code of Conduct and also in board policy and the employee handbook. The district's student health advisory council met 4 times during the preceding school year and will meet at least 4 times during each school year.

We will develop an individualized health plan for children with diabetes who need care for diabetes while in school or participating in school activity. This plan will be developed in collaboration with you and, if possible, your child's physician. If your child has diabetes and will need care at school or while participating in a school activity, you must submit the diabetes management and treatment plan prepared by you and your child's physician before or at the beginning of the school year, on enrollment after the beginning of the school year, or as soon as practicable following a diagnosis of diabetes.

Students with a diagnosed food allergy that places them at risk for anaphylaxis (sudden onset, whole body reaction to an allergen that can involve closing of airways, hives, swelling, irregular heartbeat, wheezing, and other symptoms) shall be cared for in accordance with District Policy

Students are permitted to possess and use over-the-counter sunscreen at school to avoid over-exposure to the sun and over-the-counter insect repellent to prevent mosquito bites, provided that the sunscreen or repellent is not being used for medical treatment of any injury or illness.

REPORTING CHILD ABUSE OR NEGLECT

Pottsboro ISD provides annual training to all staff on recognizing the signs of sexual abuse, sex trafficking, and all other maltreatment of a child, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive

disabilities. This training includes child abuse and neglect, as those terms are defined in the Texas Family code. All employees have a legal duty to make a mandatory report to the Texas Department of Family and Protective Services, if the alleged abuse or neglect involves a person responsible for a child's care, custody, or welfare.

Online Reporting: <https://www.txabusehotline.org/Login/Default.aspx>

Texas Abuse Hotline 800-252-5400

Student Illness or Injury at School/Medicines

We will promptly attempt to notify you or a person you have authorized us to notify if we have knowledge that your child has been injured at school or has become ill at school. We have a district school nurse/trained aide available and a waiting area where your child can stay if she or he is injured or becomes ill.

One of the forms we ask you to complete at the beginning of each school year is a form authorizing designated school employees to consent to medical treatment in case your child is injured at school or a school-related activity and requires emergency treatment. We, of course, will call you in such a situation and will also call for emergency medical assistance, if needed. **It is important, however, that you understand that the school district is not responsible for any cost of medical treatment or services provided after an injury at school or a school-related activity. We cannot and will not use public funds to pay individual student medical expenses.**

At the beginning of each school year, we offer you the opportunity to purchase low-cost student accident insurance that covers the student while at school. You may also purchase a policy that covers the student 24 hours a day. The school district is not the policyholder for this insurance; if you decide that additional protection would be a benefit and protection to you and your family, the contract is between you and the insurance company. We are authorized to and do purchase accident insurance for students who participate in interscholastic athletic practice and competition at any location.

Although we want your child to attend school every day, we do not want your child at school if she or he has a communicable disease or is running a fever of 100° or more. Under State and local Health Department regulations, if your child has certain medical conditions, she or he must be excluded from school for a period of time. The school nurse can provide you a complete list of those conditions and periods of exclusion.

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must

stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

Administering Medicine at School

Often, students have to take prescription medication for a certain period of time as treatment for a medical condition. If at all possible, we ask that you schedule the timing of the doses so that the child takes the medicine at home. If children have to take medicine at school, you must complete and have on file in the office an Authorization to administer medication form. The school nurse or other authorized school employee will administer medications only from a container that appears to be the properly labeled original prescription container. Only the nurse or other authorized school employees are permitted to administer prescription medicines at school. School employees will not administer prescription narcotics to students. Other than prescription asthma medicine, or anaphylaxis treatment for students with severe allergies that may result in anaphylaxis, we do not permit students to carry their own medications and self-administer.

Children with asthma or children with severe allergies that may result in anaphylaxis will be allowed to carry and self-administer their prescription asthma or anaphylaxis medicine under certain conditions. The student must have demonstrated to his or her doctor and to the school nurse that the child has the skills necessary to self-administer the asthma or anaphylaxis medicine. Additionally, you must provide us a written authorization for self-administration and a written statement from child's doctor that the student has asthma and is capable of self-administration and that includes the name and purpose of the medicine, the prescribed dosage, the times and circumstances for administration, and the period for which the medicine is prescribed.

If your child has unique medical conditions or any other condition, such as a food allergy, that requires virtually immediate administration of medications under specified conditions, please contact the principal, who will schedule a meeting of appropriate personnel to ensure that your child's needs are met.

If your child has a food allergy or a severe food allergy that, in your judgment, would require immediate medical attention if the student were exposed to the allergen, we will ask you to disclose that information, including the food to which the child is allergic and the nature of the allergic reaction, at enrollment so that we may take necessary precautions for the child's safety. The information provided is confidential and will be disclosed only to those employees who need the information in order to appropriately care for your child.

The district's food allergy management plan can be accessed at www.pottsboroisd.org. If you have any questions, please contact our food allergy coordinator, Debbie Ritchie at **903-771-0083**.

Lost, Damaged, or Stolen Personal Items

We ask that you discourage your child from wearing or bringing to school expensive or irreplaceable jewelry, watches, sunglasses, or personal clothing that may be removed during the days, such as winter coats. Students are responsible for all their personal possessions while at school or any school-sponsored or school-related event. **It is important that you understand the school district is not responsible for any personal items that are lost, damaged, or stolen at school or a school-related activity.**

Each campus maintains a "Lost and Found" in the administrative offices; clothing and other items that are turned in as "lost" and not claimed by the end of the school year will be donated to a local charity.

Telephone Use

School telephones are for school business use. Students will be permitted to use school telephones only for emergencies and only with permission. If you call for your child during the school day, we will tell the student through the intercom system that they have a message in the office waiting for them to pick up. The Student Code of Conduct allows students to carry cellular phones or other electronic communication devices during the school day and students may use their phones responsibly between bells and at lunch.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, students will not be permitted to use their cell phones during virtual instruction on virtual learning platforms except as necessary to access remote learning materials.

Parent Organizations/Volunteer Opportunities

At the high school, parents have formed booster clubs and organizations to support several types of student activities. In addition to the Parent Teacher Organization, PHS has the following active booster clubs: Athletic Booster Club, Band Booster Club, FFA Booster Club, and Theater Booster Club.

We encourage parents to volunteer in our schools. All volunteers must complete an application form, and the district will obtain a Criminal History Report on all applicants for volunteer programs. Approved volunteers participate in a training and orientation program before they are permitted to assist in school programs and activities.

Transportation Program

We provide transportation on school buses to and from school for those children who live more than two miles away from the school they attend. Students are required to comply with rules for conduct on school buses and to comply with the Student Code of Conduct while at authorized school bus stops waiting for the bus. Students who misbehave or violate the Code of Conduct while on the bus will be disciplined according to the Code of Conduct and may be suspended from the bus for a period of time.

Authorized Fees

Although the basic cost of your child's public education is provided through local tax revenues, state funding, and some federal funds, we may assess fees for certain kinds of materials and services, as described in the following list:

- a fee to cover the cost of materials when the student makes, builds, or prepares some product that becomes the student's personal property.
- dues for voluntary student organizations and clubs and admission fees to voluntary extracurricular activities.
- security deposits for materials, supplies, or materials that must be returned to the district.
- fees for personal PE equipment and clothing, unless the student provides his or her own clothing and equipment that meets school health and safety standards.
- fees for items of personal use or products a student chooses to purchase, such as student publications, class rings, annuals, and graduation announcements.
- a reasonable fee, not more than the annual cost of maintenance, for school-owned musical instruments and uniforms.
- fees for personal apparel used in extracurricular activities that become the student's personal property, such as cheerleader, pep squad, or drill team uniforms.
- a fee for vehicle identification for cars regularly parked on school property.
- a fee for student identification cards.
- a fee for school-provided driver training courses.
- a fee for an elective course taken for credit if it requires using facilities not available on school premises or employment of an educator who is not part of the regular staff.
- fees for attendance at summer school.

- where applicable, fees for a course taken through the Texas Virtual School Network (TXVSN).
- fees, not more than \$50, for a student to attend a program offered outside of the regular school day that will allow students who have excessive absences and are in jeopardy of losing credit in a course or courses to make up missed instructional time so that possible credit can be earned (Approval is made by the Attendance Appeals Committee).

You may request a waiver of any required fee that you are unable to pay by contacting the principal who will determine ability to pay based on the criteria for identifying students who are eligible for participation in the free and reduced-price school breakfast and lunch program.

Free and Reduced-Price Food Program

We serve a variety of nutritious food for students and faculty members at a nominal cost. We do not allow foods of minimal nutritional value, as defined by the Federal Child Nutrition Program, to be served or available for purchase in food service and eating areas during the time students are being served meals.

Students must follow directions for entering the cafeteria and observe good table manners and courteous behavior at all times, i.e., no cutting in line. Loud talking and unnecessary noise are considered poor manners and may result in disciplinary action.

Students may purchase meals in advance. Students pay for their lunches either with cash or from their account balance. The cost of a meal will not be less than the established meal rate for the year, regardless of the quantity of meals purchased at one time. Charging will be allowed **only** at the discretion of the campus principal, and no more than \$5.00 will be allowed to be charged. Students will be given an alternate lunch until the account is paid. Please help us make lunchtime an enjoyable time for your child.

Our schools participate in the federal Child Nutrition Programs. Lunches will be \$2.80 for 5-12 grade and \$2.55 for pre-k through 4th grade. Breakfast will be free for everyone. Free/Reduced lunch applications can be picked up from the campus secretary or can be found on the Pottsboro ISD website. If you have any questions, please contact the Kathy Pace, Food Service Coordinator 903-771-2980.

For the 2022-2023 school year, The USDA and TDA are allowing PISD to serve free meals to all students. Extras may be purchased. Adults are \$3.65 for a lunch and \$2.00 for a breakfast.

Discipline

Students who violate the district's Student Code of Conduct shall be subject to disciplinary action. The district's disciplinary options include using one or more discipline techniques, such as detention, removal to an alternative education program, suspension, and expulsion. Disciplinary measures are applied depending on the nature of the offense. The principal or superintendent can provide more information about the district's Code of Conduct. You can receive a copy of the plan from the high school office or view a copy on the district's web page.

Discipline Plan

In order to enable students to achieve their full potential in the public school system, it is necessary for the school climate to be conducive to learning. In order to achieve this goal, discipline must be administered in a fair and impartial manner. The following plan has been established:

1. Teachers will issue discipline referrals for rule infractions as outlined in the Student Handbook and for classroom infractions as established by individual teachers.
2. Teachers will issue office referrals for emergency situations that require immediate attention.
3. Administrators will deal with emergency situations immediately in a manner consistent with district policy. It will be the administrator's discretion for the discipline assignment.

The Discipline Plan applies to all students enrolled including Special Education Students. The Discipline Plan can be modified in an ARD meeting only.

Discipline Alternative Education Program

The Pottsboro High School Disciplinary Alternative School shall be for a minimum of 5 successful school days (additional if the principal/designee deems necessary). A 5 successful school day placement in the AEP would be for a first-time persistent misconduct student. Mandatory AEP placements (provided in the Texas Education Code) will result in a minimum of 30 successful school days and up to one calendar year if the administration deems it to be necessary. After completing an AEP placement, students will return to their main campus. Repeated offenses will result in additional AEP placements of a longer duration or expulsion. Qualified staff members will be on duty at all times at the alternative school and students will be expected to follow the rules as set. All students will receive a copy of the AEP rules/procedures when entering the alternative school. All school rules and policies will also remain in place while a student is in alternative school.

Students placed in DAEP for 15 or more days may be moved to Plato, an online learning platform and will be graded based on daily progress, completion of assignments and course grade.

In-School Suspension

The In-School Suspension program is a supervised, off-campus setting for students who commit disciplinary infractions. At PHS, the in-school suspension program will be referred to as the Discipline Management Classroom (DMC). Students will be required to complete learning packets pertaining to the disciplinary infraction. It will be the responsibility of the student to obtain their missed work from the classroom teachers and take their assignments to the Discipline Management Classroom (DMC). Upon the completion of the assigned learning packets, the student will be able to work on their classroom assignments. All learning packets must be completed to exemplary satisfaction before a student can return back to their normal class schedule. During the DMC assignment, a student can only participate in extra-curricular/school-related practices that are conducted before 8:00 a.m. or after 3:35 p.m. and will not be able to compete or perform in an actual extra-curricular competition or school-related program unless the DMC assignment has been completed. Only the administrators will assign students to this program.

Corporal Punishment

Corporal punishment may be used as a discipline management technique in accordance with the Student Code of Conduct. Corporal punishment will be limited to spanking or paddling a student and is governed by the following guidelines: (PISD Policy FOB Local)

1. The student is told the reason for the corporal punishment.
2. Corporal punishment may be administered by the principal/designee.
3. The instrument to be used will be approved by the principal/designee.
4. Corporal punishment will be administered in the presence of one other district professional employee and out of sight of other students.
5. A record will be maintained of each instance of corporal punishment.
6. Corporal punishment will be used only as a last resort.

Display of Affection

In order to maintain an environment conducive to learning at PHS, kissing and other intimate displays of affection are not permitted. Handholding and arm around the shoulder or waist are permitted. Students who disobey this request will be referred to the principal's office for corrective action. Sitting in someone else's lap will not be allowed.

Food, Drink, and Gum Chewing

Food, drink, and gum will not be allowed in the halls and classes of PHS. The only exception is bottled water, but bottled water will not be allowed in computer classrooms due to the electronic devices.

Leaving Campus

Pottsboro High School has a closed campus policy. Students are not allowed to leave the campus at lunch time or any other time without approval from administrators. Students who find it necessary to leave school during the school day must go to the office to obtain permission. Signing out does not excuse a student from class. Students who leave during the day must bring a note within three (3) school days in order to receive an excused admit to class. Leaving campus without permission will result in disciplinary action (DMC or Saturday School will be assigned).

Classroom Rules

To maintain an environment that is conducive to learning, teachers will implement a classroom management plan that will include, but not limited to, the following rules/procedures:

- Classroom disruptions are prohibited
- Candy, drinks, and gum in the class/hall are prohibited
- Littering
- Excessive or loud talking in class
- Failure to bring necessary materials to class
- Failure to do homework

The district may pursue a criminal charge against and/or discipline any person enticing, promoting, or participating in a protest demonstration, disruption, riot, sit-in, walk-out, blocking of entrances, etc. Duplicated, written, or printed materials, handbills, photographs, pictures, petitions, films, tape, or other visual or auditory materials may not be sold, circulated, or distributed on any school campus without the approval of the principal/designee. Violators shall be subject to disciplinary action.

Tardy Policy

In order to maximize instructional time and to lessen interruptions at the Middle School, the following tardy policy will be implemented by all teachers. The following tardy procedure will be used during each semester in each class to keep tardiness to a minimum:

- Tardy #1 (per semester) – Teacher warning
- Tardy #2 (per semester) – the teacher will: 1) assign a teacher detention and 2) call the parents.

- Tardy #3 – Teacher discipline referral – detention will be assigned by the administrator
- Tardy #4 and beyond – Teacher discipline referral – DMC assigned by the administrator.
- In addition to the regular tardy policy, the administration will periodically have tardy sweeps. These may take place one time or eight times per day. When a student is caught in a tardy sweep, the student will receive an automatic three days of lunch detention. It doesn't matter if the tardy is the student's first tardy of the semester. The student will not be allowed to enter class unless he/she has a tardy slip issued by an administrator.
- Students will be considered tardy within the first 10 minutes after the tardy bell rings. Students entering class after the first 10 minutes of class will be counted absent for that class period. Also, if a student isn't present for at least 35 minutes of a class period (or 75% of the class period on alternate bell schedules), the student will be counted absent in that class.

Tobacco and E-Cigarettes Prohibited

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes or vapes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity. The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities.

Use of e-cigarettes is prohibited by the Pottsboro ISD Student Code of Conduct. **If found on the student, the items will be confiscated.** [See the Student Code of Conduct at FNCD and GKA]

If a student is found in violation of this policy, the tobacco product, electronic cigarettes (e-cigarettes or vapes), or any other electronic vaporizing device will be confiscated. The following discipline will also be administered.

- On the first offense, the tobacco product, electronic cigarettes (e-cigarettes or vapes), or any other electronic vaporizing device shall be confiscated. Parent will be notified. 2 days of DMC will be assigned.
- On the second offense, a \$200 fine shall be administered by the School Resource Officer for a minor in possession of tobacco and charged with a Class "C" Misdemeanor. 3 days of DMC will be assigned.

- On the third offense and thereafter, a \$200 fine shall be administered by the School Resource Officer for a minor in possession of tobacco and charged with a Class "C" Misdemeanor. 5 days of DMC will be assigned.
- Any subsequent tobacco product, electronic cigarettes (e-cigarettes or vapes), or any other electronic vaporizing device violation of this policy shall be subject to established disciplinary measures in accordance with the District Student Code of Conduct.

Cell Phone/Personal Electronic Policy

The Student Code of Conduct allows students to carry cellular phones and pagers during the school day but requires them to be turned off. Devices must be silenced, unused, and out of sight during the instructional period. Students may, however use smart phones, electronic tablets, laptops, etc. in the cafeteria before school and during their lunch time as long as the use of devices are not interfering with safety and security of others.

Students must be in compliance with the district's acceptable use policy. Students will not be allowed to take pictures or videos during these times. School administrators and other staff can revoke the privilege to use cell phones during lunch time or before school.

All students will turn in their devices during regular and state testing.

If a student is found in violation of the cell phone/electronics policy, the device will be confiscated and sent to the office. The following discipline will also be administered.

- 1st Offense – Warning/Student Conference – Device returned at the end of the day
- 2nd Offense – Principal Detention (1hour) and \$15 fine – Device returned at the end of the day and upon receipt of fine
- 3rd Offense –3 hours of Saturday School and \$15 fine and parent must pick phone up
- 4th Offense and beyond – \$15 fine and parent must pick phone up. 3 Days of DMC (in-school suspension)
- Any subsequent telecommunications device violations of this policy shall be subject to established disciplinary measures in accordance with the District Student Code of Conduct.

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

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

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

Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications devices or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). Violations of the user agreement may result in withdrawal of privileges and/or other disciplinary action.

Dress and Grooming

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The district prohibits any clothing or grooming that, in the principal's/designee's judgment, may reasonably be expected to cause disruption of or interference with normal school operations or be inappropriately revealing. The following are guidelines to be followed:

- Hats, caps, hood covering, headbands with animal/non-human ears, or non-prescription sunglasses are not allowed in the building. Hats (et. al) worn in the building will be confiscated and available in the office at the end of the day.
- Shoes will be worn at all times and will be of a style appropriate for the activity. House shoes, slippers, or shoes with rollers are not appropriate for school or extra-curricular activities.
- No unhemmed or cut-off clothing of any kind.
- Shorts, dresses, skirts, skorts, etc. that extend to or below the students' mid-thigh are acceptable. This also applies when worn with leggings.
- Leggings, jeggings, tights spandex, yoga pants, or bottoms made of other form fitting material may be worn if the shortest point of the shirt/top worn with them is long enough to cover the buttocks and pelvic areas when standing.
- No holes in clothing above mid-thigh.
- Extreme makeup styles are prohibited.
- Students will wear shirts/tops with sleeves and shirts and blouses must be buttoned. Midriffs and cleavage will be covered, and tops will overlap the waistband of pants while standing, bending, and sitting.

- Undergarments will be covered at all times; shirts/tops will not be see-through, fish net, or very loosely woven fabric.
- Chains/straps attached to clothing, wallets, etc., and oversized, spiked, or dangling jewelry will stay at home due to safety issues.
- Clothing or tattoos with pictures, emblems, or writings on them that are suggestive, lewd, offensive, vulgar, obscene, or depict violence, advertise, or depict tobacco products, alcoholic beverages, drugs or any other prohibitive substance will be prohibited (Example: Hooters shirts are prohibited).
- Facial hair will be allowed but must be neatly groomed.
- Hair should be kept neatly groomed, out of the face, and a natural color, as to not distract from the learning environment of students and staff.
- No body piercing/facial jewelry of any kind other than non-distracting earrings worn on the earlobe (ear gauging is not allowed).
- Students may not wear on the outside of their clothing any jewelry or similar artifacts that are obscene or distracting or that are likely to cause disruption to the educational environment.
- Pajamas are considered inappropriate dress and are not allowed.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, all dress and grooming policies will apply to virtual learning on remote platforms as they would during classroom instruction.

The administration has the authority to regulate any other attire or fashion trends which are deemed to be inappropriate or disruptive. The administration, in connection with the sponsor, coach, or other person in charge of an extra-curricular activity, will regulate the dress and grooming of students who participate in the activity.

The administration's decision is final in all dress code matters.

If the administration determines that a student's dress and/or grooming violates the dress code, the following disciplinary actions will occur per semester:

- 1st offense - Warning and the student must correct the dress code violation
- 2nd offense –1 lunch detention and the student must correct the violation
- 3rd offense – 3 hours of Saturday School assigned, and the student must correct the violation
- 4th offense– 3 days of DMC (in-school suspension)
- 5th offense and beyond –Longer DMC or Discipline Alternative Education

If the dress code violation IS NOT CORRECTED, THE STUDENT SHALL BE ASSIGNED TO DMC (in-school suspension) for the remainder of the day or until the problem is corrected. If a student elects to leave campus to correct the dress code violation (permission is required by the parent/guardian), the student will receive an unexcused absence while gone from school. We will make efforts to notify the parent as

soon as possible, and if the student changes clothes or otherwise comes into compliance with the dress and grooming standards, she or he will return to regular classes immediately.

Make-up Opportunities for Classroom Assignments

It must be understood that it is the responsibility of the student, and not the teacher, to ask and get assignments from another student or the teacher and to do his or her make-up work upon returning to school. Students must do make-up work within one day for each day missed. A student who is absent five days or more must turn in all make-up work within the following week in which they return to school.

Students should not wait until the end of the six weeks period and then expect to be allowed to do their overdue work. Students who are truant will receive zeros on assignments. Make-up tests are often given before or after school. It should be stressed that students sometimes fail a course due entirely to their failure to do make-up work.

If a student misses school for an extracurricular activity that had been previously scheduled (emergency changes will be dealt with on a case by case basis), it is the responsibility of the student to get their work prior to leaving for the activity for the days they will miss. If a student fails to pick up their work prior to leaving it will be up to the teacher's discretion as to whether the student will receive that work. All work missed for extracurricular activities will be due within 1 day of returning to campus.

Redo Opportunity

Each six weeks grading period, Pottsboro High School will provide each student with the opportunity to redo **any test below a 70** in each course that the student is enrolled (exception is Honors, AP, and Dual Credit courses). The redo opportunity will only be allowed for classroom tests in each class per six-weeks grading period and not for any other grades such as grades received from daily assignments, classroom participation, etc. The redo opportunity is to allow a student to improve the grade on classroom tests only as well as gain further understanding of the curriculum content. A classroom project or essay that is counted as a test grade will not be subject to the redo opportunity as well as no redo opportunity is required on semester exams. If a student is found to have engaged in academic dishonesty on an assignment that counts as a test grade, there will be no redo opportunity on the assignment.

It will be the responsibility of the student to report to the teacher on the scheduled day and at the scheduled time to redo a test. The redo on a classroom test shall be completed no later than five days after the graded test is returned to the student. Ordinarily, the redo test will be a different version than the initial test but still cover the same curriculum content.

Once the redo is complete, the teacher will grade the test and issue the grade. The highest grade that can be earned on a redo test is a 70. The student will receive the highest grade earned from the initial test or the redo test. For example, the student scores a 57 on the initial administration of a math test and chooses to redo the math test within five days of receiving the score from the teacher. The student earns a grade of a 67 on the redo math test. The teacher will replace the initial test grade of 57 with the 67 since it was the highest grade earned.

In regard to Honors, AP, and Dual Credit courses, redo opportunities aren't required on any type of classroom work. Any redo opportunities are at the discretion of the individual teacher.

Incomplete Assignment/0 Policy

In order to maximize instructional opportunities at PHS, the following assignment policy will be implemented by all teachers. The following assignment procedure will be used during each semester in each class to keep incomplete work to a minimum:

- Incomplete assignment #1 (per six weeks)- Teacher warning
- Incomplete assignment #2 (per six weeks) the Teacher will: 1) assign a teacher detention and 2) contact the parents.
- Incomplete assignment #3 and beyond-Teacher discipline referral –detention or Saturday School will be assigned by the administrator.

Assignments or alternate assignments will be provided by the teacher. Teachers will have discretion in determining credit for these assignments.

GENERAL BUS RULES

1. Obey the instructions of the bus driver. At no time will a student act toward, or address comments to the bus driver in a disrespectful manner or refuse to cooperate with the driver.
2. Seating assignments can be arranged by the bus driver and each student will be expected to remain in his/her assigned seat for the duration of the trip.
3. Board and leave the bus at designated stops only.
4. Only students who are eligible to ride may be transported.

5. Please bring a note from a parent if you want to ride home on another bus with a friend. A campus administrator must sign the note.
6. It is the responsibility of the parents to provide transportation to school if a child misses the bus.

PROCEDURES FOR WAITING FOR THE BUS

1. Be outside at your bus stop **five minutes** before scheduled pick-up time.
2. Stand on the sidewalk or back from the roadway while waiting for the bus.
3. When the bus approaches, form a line and be prepared to load immediately.
4. Stand clear of the bus until it comes to a complete stop.

LOADING THE BUS

1. Do not push or shove.
2. Use the hand rail and steps.
3. Carry large bags and objects in front of you. Go to your seat and be seated. The bus will not move until all students are seated.

CONDUCT ON THE BUS

1. Remain seated while the bus is moving. Each student will be expected to remain seated for the duration of the trip and remain seated until bus door opens.
2. A student shall not refuse to sit in an assigned seat or deny another a place to sit.
3. Normal conversation is permitted. Loud noises may distract the driver and create an unsafe condition.
4. Food and drinks are **NOT** allowed on the bus. Water in a bottle is the only drink allowed.
5. Scuffling, fighting and the use of obscene, vulgar, or profane language and gestures are forbidden.
6. Do not throw objects inside or out of the bus. Keep all pens and pencils put away at all times.
7. Do not mark, cut, or scratch any part of the bus. Any persons responsible for any vandalism, will pay vandalism costs.
8. The emergency door and exit controls should be used by pupils only during supervised drills or actual emergencies.
9. Students will never attempt to sit in the driver's seat or operate the passenger door or other driver controls except in case of extreme emergency.
10. Students shall face forward for the duration of the trip, and shall keep their feet on the floor in front of them and out of the bus aisle. Keep all body parts inside the bus and to themselves.

GETTING OFF THE BUS

1. Stay seated until bus is completely stopped.
2. Use the handrail and take one step at a time when leaving the bus.

3. Wait for your turn to leave the bus; pushing and crowding will only slow the exit process and may cause an accident.
4. Stay clear of the bus when unloading. Do not chase or hang on the bus at any time.
5. If any article drops or rolls near or under the bus, do not go after it. Go to the door of the bus and ask the driver for help.

CROSSING THE STREET OR HIGHWAY

1. All students living on the left side of the roadway shall exit the bus and move to a point 10 to 15 feet in front of the right bumper and wait for the driver to signal you that it is safe to cross.
2. Check in both directions and walk directly across the road.
3. Never cross behind the bus.
4. **CAUTION!** Be alert for the vehicles that do not stop when the bus is loading or unloading students.
5. Cross all streets at intersections. Obey all traffic signals and signs on your way home.

DISCIPLINE

The school bus is an extension of the classroom and the principal will administer discipline with assistance from the bus driver. All school board policies that apply to student conduct and other student related activities apply also to the school bus.

Explanation of infraction procedures: 3 minor infractions (written) equal a major infraction. In the case of a major infraction, the student's riding privileges may be suspended for a period of time.

The following is an outline of the Bus Discipline Procedure.

STEP 1: The driver will inform the student of the discipline procedures. The student will be given verbal warnings for misconduct. Every effort will be made to solve the problem prior to reporting the student to the principal.

STEP 2: The uniform disciplinary action will be;

- A. First infraction: The bus driver will contact the school administrator in an effort to correct the situation. (This is the first time a student is written up. He/she has had previous verbal warnings)
- B. Second Infraction: The student may be suspended from riding the bus for five days or the principal's discretion of an alternative discipline.
- C. Third infraction: The student may be suspended from riding the bus for 10 days.
- D. Fourth Infraction: The student may be suspended from riding the bus for the remainder of the semester. (If this occurs during the last six weeks of a semester, it may be extended to the end of the following semester.)

STUDENT DRUG TESTING

The District requires drug testing of any student in grades 7–12 who chooses to participate in school-sponsored extracurricular activities or requests a permit to park a vehicle on school property.

Covered Activities

School-sponsored extracurricular activities for which testing is required include all extracurricular activities.

Scope

A student participating in these activities or requesting a parking permit shall be tested for the presence of illegal drugs and alcohol at the beginning of each school year, prior to receiving a parking permit, and prior to joining an extracurricular program at any time during the school year.

In addition, students shall be randomly tested throughout the school year.

Purpose

The purposes of the drug-testing program are to prevent injury, illness, and harm resulting from the use of illegal and performance-enhancing drugs or alcohol; help enforce a drug-free educational environment; deter student use of illegal and performance-enhancing drugs or alcohol; and educate students regarding the harm caused by the use of illegal and performance-enhancing drugs or alcohol. Pottsboro ISD Board school board policy FNF(LEGAL) and FNF(LOCAL) can be accessed on-line at <https://pol.tasb.org/Home/Index/533>.

POLICY ON-LINE

The Pottsboro ISD school board policies can be accessed on-line at <https://pol.tasb.org/Home/Index/533>. This website is available to review any school policies. This website contains policies governing the operation of this District.

The policies are available because they are required by law or by the Texas Education Agency; because they are recommended by the Texas Association of School Boards as essential to effective District governance and management; or because the Board wishes to make a statement in a particular policy area.

POTTSBORO ISD WEBSITE

Pottsboro ISD has a website available to parents, students and the community. This website contains useful information which includes calendars, campus information, student handbooks, Student Code of Conduct, sports and links to other useful websites. Please visit the school website at www.pottsboroisd.org.

Appendix

FFH(LOCAL) – Student Welfare (Freedom from Discrimination, Harassment and Retaliation)

This policy addresses discrimination, harassment, and retaliation against District students. For provisions regarding discrimination, harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

STATEMENT OF NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

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

PROHIBITED CONDUCT

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

PROHIBITED HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial,

ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

SEX-BASED HARASSMENT

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

SEXUAL HARASSMENT BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

GENDER-BASED
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student’s gender, the student’s expression of characteristics perceived as stereotypical for the student’s gender, or the student’s failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

- 1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- 2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
- 3. Otherwise adversely affects the student’s educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student’s or the harasser’s actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyber-harassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

- 1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- 2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
- 3. Otherwise adversely affects the student’s educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student’s family members, or members of the student’s household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student’s spouse or current dating partner, or encouraging others to engage in these behaviors.

REPORTING
PROCEDURES

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should

STUDENT REPORT

immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

EMPLOYEE REPORT

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

DEFINITION OF DISTRICT OFFICIALS TITLE IX COORDINATOR

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / SECTION 504 COORDINATOR SUPERINTENDENT

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

ALTERNATIVE REPORTING PROCEDURES

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

NOTICE TO PARENTS

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

INVESTIGATION OF REPORTS OTHER THAN TITLE IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by

INITIAL
ASSESSMENT

this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

INTERIM ACTION

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

DISTRICT
INVESTIGATION

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CRIMINAL
INVESTIGATION

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

CONCLUDING THE
INVESTIGATION

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

NOTIFICATION OF
OUTCOME

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

DISTRICT ACTION
PROHIBITED
CONDUCT

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

Corrective
Action

Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited

conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

BULLYING

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

IMPROPER CONDUCT

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

CONFIDENTIALITY

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

APPEAL

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

RESPONSE TO SEXUAL HARASSMENT–TITLE IX

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

GENERAL RESPONSE

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

TITLE IX FORMAL
COMPLAINT
PROCESS

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

STANDARD EVIDENCE	OF	The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.
RETALIATION		The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.
EXAMPLES		Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
FALSE CLAIM		A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.
RECORDS RETENTION		<p>The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]</p> <p>[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]</p>
ACCESS TO POLICY AND PROCEDURES		Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administration.

FFH(LEGAL) – Student Welfare (Freedom from Discrimination, Harassment and Retaliation)

Note: The following legal provisions address dating violence and sexual harassment. For legal provisions addressing discrimination on the basis of disability, sex, and other protected characteristics, see FB.

Dating Violence

A district shall adopt and implement a dating violence policy to be included in the district improvement plan.

A dating violence policy must:

Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and

Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.083, .0831 [See BQ]

Note: References to Title IX, part, or subpart in the following legal provisions refer to Title IX and its corresponding regulations.

Sexual Harassment

A district may develop and implement a sexual harassment policy to be included in the district improvement plan. *Education Code 37.083 [See BQ]*

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a district employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor Indep. Sch. Dist., 15 F.3d 443 (5th Cir. 1994)*

A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX. *34 C.F.R. 106.45; 20 U.S.C. 1681 [See also FB regarding Title IX]*

Designation of Title IX Coordinator

A district must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX, which employee must be referred to as the "Title IX Coordinator."

Parties Entitled to Notice

The district must notify applicants for admission and employment, students, parents or legal guardians, employees, and all professional organizations holding professional agreements with the district ("Parties Entitled to Notice") of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator.

34 C.F.R. 106.8(a)

Reporting

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during nonbusiness hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Notification of Policy

A district must notify the Parties Entitled to Notice, above, that the district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner. The notification must state that the requirement not to discriminate in the education program or activity extends to employment, and that inquiries about the application of Title IX to such district may be referred to the district's Title IX Coordinator, to the assistant secretary for civil rights of the Department of Education, or both.

34 C.F.R. 106.2(d), .8(b)(1)

Publication Requirements

A district must prominently display the contact information required to be listed for the Title IX Coordinator and the nondiscrimination policy described at Notification of Policy, above, on its website, if any, and in each handbook that it makes available to the Parties Entitled to Notice, above.

A district must not use or distribute a publication stating that the district treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by Title IX.

34 C.F.R. 106.8(b)(2)

Note: To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

Complaint Procedures

A district must adopt and publish procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and a Title IX formal complaint process that complies with 34 C.F.R. 106.45 for formal complaints as defined below.

A district must provide notice to the Parties Entitled to Notice, above, of the district's procedures and Title IX formal complaint process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the district will respond.

The requirements of this provision apply only to sex discrimination occurring against a person in the United States.

34 C.F.R. 106.8(c)–(d)

Response to Sexual Harassment

Definitions

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to a district's Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the district with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the district. “Notice” as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Consent” is not defined by the Title IX regulations, nor do the regulations require districts to adopt a particular definition of consent with respect to sexual assault.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the district. As used in this paragraph, the

phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party to a Title IX formal complaint and must comply with the requirements of the Title IX formal complaint process, including the informal resolution process.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity; or

“Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

“Supportive measures” means nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or district-provided housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

34 C.F.R. 106.2, .30(a)

Deliberate Indifference

A district with actual knowledge of sexual harassment in an education program or activity of the district against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A district is deliberately

indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

Education Program or Activity

For the purposes of 34 C.F.R. 106.30 [see Definitions, above] and 106.45 [see Process for Title IX Formal Complaint, below], “education program or activity” includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

34 C.F.R. 106.44(a)

Title IX Coordinator Response

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator must respond in this manner with or without a formal complaint. *34 C.F.R. 106.44(b)(1)*

Supportive Measures Required

A district’s response must treat complainants and respondents equitably by offering supportive measures and by following a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below] before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. [For Emergency Removal procedures, see below.]

Constitutional Restrictions

The Department of Education may not deem a district to have satisfied the district’s duty to not be deliberately indifferent under Title IX based on the district’s restriction of rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment.

34 C.F.R. 106.44(a)

Response to a Formal Complaint

In response to a formal complaint, a district must follow a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below]. *34 C.F.R. 106.44(b)(1)*

Emergency Removal

The Title IX regulations do not preclude a district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district:

Undertakes an individualized safety and risk analysis;

Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and

Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

34 C.F.R. 106.44(c)

Administrative Leave

The Title IX regulations do not preclude a district from placing a nonstudent employee respondent on administrative leave during the pendency of a Title IX formal complaint. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act. *34 C.F.R. 106.44(d)*

Process for Title IX Formal Complaint

For the purpose of addressing formal complaints of sexual harassment, a district's process must comply with the following requirements. Any provisions, rules, or practices other than those required by this provision that a district adopts as part of its process for handling formal complaints of sexual harassment must apply equally to both parties. *34 C.F.R. 106.45(b)*

A district's Title IX formal complaint process must:

Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a process that complies with the Title IX regulations before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies must be designed to restore or preserve equal access to the district's education program or activity. Such remedies may include the same individualized services described as supportive measures; however, remedies need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent;

Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;

Require that any individual designated by a district as a Title IX Coordinator, investigator, decision-maker, or any person designated by a district to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A district must ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and Title IX formal complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. A district must ensure that decision-makers receive training on any technology to be used at a live hearing, if any, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. [See Hearings, below] A district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. [See Investigation of a Formal Complaint, below] Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment;

Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process;

Include reasonably prompt time frames for conclusion of the Title IX formal complaint process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes, and a process that allows for the temporary delay of the Title IX formal complaint process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;

Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility;

State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;

Include the procedures and permissible bases for the complainant and respondent to appeal;

Describe the range of supportive measures available to complainants and respondents; and

Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

34 C.F.R. 106.45(b)(1)

Notice of Allegations

Upon receipt of a formal complaint, a district must provide the following written notice to the parties who are known:

Notice of the district's Title IX formal complaint process, including any informal resolution process.

Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:

The identities of the parties involved in the incident, if known;

The conduct allegedly constituting sexual harassment; and

The date and location of the alleged incident, if known.

The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney and may inspect and review evidence [see Investigation of a Formal Complaint, below]. The written notice must inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the Title IX formal complaint process.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Notice of Allegations, above, the district must provide notice of the additional allegations to the parties whose identities are known.

34 C.F.R. 106.45(b)(2)

Dismissal of a Formal Complaint

The district must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX; such a dismissal does not preclude action under another provision of the district's code of conduct.

The district may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the district; or specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal required or permitted pursuant to 34 C.F.R. 106.45(b)(3), the district must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

Consolidation of Formal Complaints

A district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a Title IX formal complaint process involves more than one complainant or more than one respondent, references in this provision to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.

34 C.F.R. 106.45(b)(3)–(4)

Investigation of a Formal Complaint

When investigating a formal complaint and throughout the Title IX formal complaint process, a district must:

Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party’s voluntary, written consent to do so for a Title IX formal complaint (if a party is not an “eligible student,” as defined in 34 C.F.R. 99.3 then the district must obtain the voluntary, written consent of a “parent,” as defined in 34 C.F.R. 99.3) [see FL(LEGAL) at Education Records];

Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

Provide the parties with the same opportunities to have others present during any Title IX formal complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or Title IX formal complaint proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten days to submit a written response, which the investigator will consider prior to completion of the investigative report. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and

Create an investigative report that fairly summarizes relevant evidence and, at least ten days prior to a hearing (if a hearing is required or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

34 C.F.R. 106.45(b)(5)

Hearings

The district's Title IX formal complaint process may, but need not, provide for a hearing. With or without a hearing, after the district has sent the investigative report to the parties pursuant to 34 C.F.R. 106.45(b)(5)(vii) [see Investigation of a Formal Complaint, above] and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. With or without a hearing, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the

respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant. *34 C.F.R. 106.45(b)(6)(ii)*

Determination Regarding Responsibility

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility. To reach this determination, the district must apply the standard of evidence described at Process for Title IX Formal Complaint, above.

The written determination must include:

Identification of the allegations potentially constituting sexual harassment;

A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

Findings of fact supporting the determination;

Conclusions regarding the application of the district's code of conduct to the facts;

A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

The district's procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

34 C.F.R. 106.45(b)(7)(i)–(ii)

Implementation of Remedies

The Title IX Coordinator is responsible for effective implementation of any remedies. *34 C.F.R. 106.45(b)(7)(iv)*

Appeals

A district must offer both parties an appeal from a determination regarding responsibility, and from a district's dismissal of a formal complaint or any allegations therein, on the following bases:

Procedural irregularity that affected the outcome of the matter;

New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

A district may offer an appeal equally to both parties on additional bases.

As to all appeals, the district must:

Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

Ensure that the decision-maker(s) for the appeal complies with the standards in the Title IX regulations regarding conflict of interest and bias [see Process for Formal Title IX Complaint, item 3, above];

Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

Issue a written decision describing the result of the appeal and the rationale for the result; and

Provide the written decision simultaneously to both parties.

34 C.F.R. 106.45(b)(8)

Informal Resolution

A district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with Title IX. Similarly, a district may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

Provides to the parties a written notice disclosing:

The allegations;

The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal

resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and

Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

Obtains the parties' voluntary, written consent to the informal resolution process; and

Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

34 C.F.R. 106.45(b)(9)

Recordkeeping

A district must maintain for a period of seven years records of:

Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;

Any appeal and the result therefrom;

Any informal resolution and the result therefrom; and

All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A district must make these training materials publicly available on its website or if the district does not maintain a website the district must make these materials available upon request for inspection by members of the public.

For each response required under Title IX Coordinator Response, above, a district must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity.

If a district does not provide a complainant with supportive measures, then the district must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

34 C.F.R. 106.45(b)(10)

Retaliation Prohibited

No district or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint,

testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Complaints alleging retaliation may be filed according to the Process for Title IX Formal Complaint above.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by Title IX.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX formal complaint proceeding does not constitute retaliation prohibited by Title IX, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

34 C.F.R. 106.71(a)–(b)

Confidentiality

The district must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA) statute, 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. *34 C.F.R. 106.71(a)*