



TEXARKANA

Independent School District

**2022-2023
STUDENT
HANDBOOK**
& Code of Conduct



TEXARKANA

Independent School District

Student Handbook

2022-23 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at 903.794.3651.

Texarkana Independent School District

Table of Contents

Student Handbook	1
Board of Trustees	14
Administration	14
Mission Statement	15
Parameters	15
Belief Statements	15
Objectives	16
Elementary Schools	17
School Day Schedule (Elementary Campuses)	18
Secondary Schools	18
School Day Schedule (Texas Middle School)	19
School Day Schedule (Texas High School)	20
School Day Schedule (OPTIONS)	21
Parents and Students:	22
Accessibility	23
Section One: Parental Rights	24
Consent, Opt-Out, and Refusal Rights	24
Consent to Conduct a Psychological Evaluation	24
Consent to Human Sexuality Instruction	24
Annual Notification	24
Consent Before Human Sexuality Instruction	25
Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking	25
Annual Notification	25
Consent to Provide a Mental Health Care Service	25
Consent to Display a Student's Original Works and Personal Information	26
Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14	26
Consent to Video or Audio Record a Student when Not Already Permitted by Law	26
Prohibiting the Use of Corporal Punishment	27
Limiting Electronic Communications between Students and District Employees	27
Objecting to the Release of Directory Information	28

Texarkana Independent School District

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)	29
Participation in Third-Party Surveys	29
Consent Required Before Student Participation in a Federally Funded Survey	29
“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information	30
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	30
Reciting a Portion of the Declaration of Independence in Grades 3–12	30
Reciting the Pledges to the U.S. and Texas Flags	31
Religious or Moral Beliefs	31
Tutoring or Test Preparation	31
Right of Access to Student Records, Curriculum Materials, and District Records/Policies	32
Instructional Materials	32
Notices of Certain Student Misconduct to Noncustodial Parent	32
Participation in Federally Required, State-Mandated, and District Assessments	32
Student Records	32
Accessing Student Records	32
Authorized Inspection and Use of Student Records	33
Academic Programs	36
Teacher and Staff Professional Qualifications	36
A Student with Exceptionalities or Special Circumstances	36
Children of Military Families	36
Parental Role in Certain Classroom and School Assignments	37
Multiple-Birth Siblings	37
Safety Transfers/Assignments	37
Student Use of a Service/Assistance Animal	38
A Student in the Conservatorship of the State (Foster Care)	38
A Student Who Is Homeless	38
A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services	39
Special Education Referrals	40
Contact Person for Special Education Referrals	40

Texarkana Independent School District

Section 504 Referrals	41
Contact Person for Section 504 Referrals	41
Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education	41
A Student Who Receives Special Education Services with Other School-Aged Children in the Home	41
A Student Who Speaks a Primary Language Other than English	42
A Student with Physical or Mental Impairments Protected under Section 504	42
Section Two: Other Important Information for Parents and Students	43
Admission, Attendance and Absences	43
Admission	43
Documents Required for Admission	43
General Admission Requirements	43
Non-Resident Student Admission Requirements	45
Resident Student Transfers/Attendance Zones	45
OPTIONS Admission Requirements	45
In District Students	45
Out of District Students	46
Compulsory Attendance	46
Prekindergarten and Kindergarten	46
Ages 6–18	46
OPTIONS Attendance Requirements	47
Completion of OPTIONS	47
Age 19 and Older	47
Compulsory Attendance—Exemptions	47
All Grade Levels	47
Secondary Grade Levels	48
Compulsory Attendance—Failure to Comply	49
All Grade Levels	49
Students with Disabilities	49
Ages 6–18	49
Truancy Procedures (All Grade Levels)	49
Age 19 and Older	50

Texarkana Independent School District

Attendance for Credit or Final Grade (All Grade Levels)	50
Makeup Hours for Excessive Absences	51
Official Attendance-Taking Time (All Grade Levels)	51
Documentation after an Absence (All Grade Levels)	52
Doctor’s Note after an Absence for Illness (All Grade Levels)	52
Certification of Absence Due to Severe Illness or Treatment	52
Driver License Attendance Verification (Secondary Grade Levels Only)	52
Accountability under State and Federal Law (All Grade Levels)	53
Armed Services Vocational Aptitude Battery Test (Grades 10–12)	53
Bullying (All Grade Levels)	53
Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)	55
Celebrations (All Grade Levels)	55
Child Sexual Abuse, Trafficking, and Other Maltreatment of Children	56
Warning Signs of Sexual Abuse	56
Warning Signs of Trafficking	56
Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children	57
Principal Responsibilities	58
Reporting Procedures	58
Record Keeping	59
Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children	59
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)	59
Calculation	59
Exclusions	59
Weighted Grade System	60
Weighted Numerical Grade Average	60
Transferred Grades	60
Local Graduation Honors	61
Valedictorian and Salutatorian	61
Cum Laude System	61
Class Schedules (Secondary Grade Levels Only)	61
College and University Admissions and Financial Aid (All Grade Levels)	62

Texarkana Independent School District

College Credit Courses (Secondary Grade Levels Only)	62
Communications (All Grade Levels)	63
Parent Contact Information	63
Automated Emergency Communications	63
Automated Non Emergency Communications	64
Complaints and Concerns (All Grade Levels)	64
Conduct (All Grade Levels)	64
Applicability of School Rules	64
Campus Behavior Coordinator	64
Disruption of School Operations	65
Student Management Plans	66
Standards for Students	66
Student Management Tiered Intervention Plan (Elementary Campuses)	66
Student Management Plan (Texas Middle School)	67
Student Management Plan (Texas High School)	68
Student Identification Cards	72
Student Management Plan (OPTIONS)	73
Deliveries	73
Police Intervention	74
Academic Dishonesty/Cheating	74
Social Events	74
Counseling	74
Academic Counseling	75
Elementary and Middle School Grade Levels	75
High School Grade Levels	75
Personal Counseling (All Grade Levels)	76
Course Credit (Secondary Grade Levels Only)	76
Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)	76
Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject	77
Students in Grades K–5	77
Students in Grades 6–12	77
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)	77

Texarkana Independent School District

Dating Violence	78
Discrimination	79
Harassment	79
Sexual Harassment and Gender-Based Harassment	79
Retaliation	80
Reporting Procedures	80
Investigation of Report	80
Discrimination	81
Distance Learning (All Grade Levels)	81
Texas Virtual School Network (TXVSN) (Secondary Grade Levels)	81
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)	81
School Materials	81
Non School Materials	82
From Students	82
From Others	82
Dress and Grooming (All Grade Levels)	83
Elementary Campuses	83
Texas Middle School	84
Texas High School: WHY do we need a Dress Code?	84
Electronic Devices and Technology Resources (All Grade Levels)	85
Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices	85
Instructional Use of Personal Telecommunications and Other Electronic Devices	86
Acceptable Use of District Technology Resources	86
Unacceptable and Inappropriate Use of Technology Resources	87
End-of-Course (EOC) Assessments	87
English Learners (All Grade Levels)	87
Extracurricular Activities, Clubs, and Organizations (All Grade Levels)	88
Standards of Behavior	88
Offices and Elections	88
Fees (All Grade Levels)	89
UIL Extracurricular Athletics	89
UIL Extracurricular Academics	90

Texarkana Independent School District

Co-Curricular Activities	92
Student Clubs and Organizations	93
Texas High Lettering Policy	101
Student Dances	103
20 Minute Rule	104
Prom	104
Fundraising (All Grade Levels)	104
Gang-Free Zones (All Grade Levels)	105
Gender-Based Harassment	105
Grade-Level Classification (Grades 9–12 Only)	105
Grading Guidelines (All Grade Levels)	105
Pre-Kindergarten Grading Information	106
Kindergarten Grading Information	107
Grades 1-5 Grading Information	109
Grades 6-8 Grading Information	112
Grades 9-12 Grading Information	117
OPTIONS Academic Alternative High School Grading Information	122
Graduation (Secondary Grade Levels Only)	123
Requirements for a Diploma	123
Testing Requirements for Graduation	124
Foundation Graduation Program	124
Credits Required	125
Available Endorsements	126
Financial Aid Application Requirement	126
Personal Graduation Plans	127
Available Course Options for All Graduation Programs	127
Certificates of Coursework Completion	127
Students with Disabilities	127
Graduation Ceremonies/Activities (Texas High School and OPTIONS)	128
Graduation Speakers	129
Graduation Expenses	129
Scholarships and Grants	129
Harassment	130

Texarkana Independent School District

Hazing (All Grade Levels)	130
Health—Physical and Mental	130
Illness (All Grade Levels)	130
Immunization (All Grade Levels)	131
Lice (All Grade Levels)	132
Medicine at School (All Grade Levels)	132
Asthma and Severe Allergic Reactions	133
Unassigned Epinephrine Auto-injectors	133
Steroids (Secondary Grade Levels Only)	134
Mental Health Support (All Grade Levels)	134
Physical Activity Requirements	135
Temporary Restriction from Participation in Physical Education	135
Physical Fitness Assessment (Grades 3–12)	135
Physical Health Screenings/Examinations	136
Athletics Participation (Secondary Grade Levels Only)	136
Spinal Screening Program	136
Special Health Concerns (All Grade Levels)	136
Bacterial Meningitis (All Grade Levels)	136
Diabetes	136
Food Allergies (All Grade Levels)	137
Seizures (All Grade Levels)	137
Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)	137
Health-Related Resources, Policies, and Procedures	137
Physical and Mental Health Resources (All Grade Levels)	137
Mental Health Resources	138
Helpful Links and Crisis Lines	139
National Suicide Prevention Lifeline	139
Crisis Text Line	139
Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)	140
School Health Advisory Council (SHAC) (All Grade Levels)	141
Student Wellness Policy/Wellness Plan (All Grade Levels)	141

Texarkana Independent School District

Law Enforcement Agencies (All Grade Levels)	141
Questioning of Students	141
Students Taken into Custody	141
Notification of Law Violations	142
Leaving Campus (All Grade Levels)	143
During Lunch	143
At Any Other Time during the School Day	143
Lockers (Secondary Only)	144
Lost and Found (All Grade Levels)	144
Makeup Work	144
Makeup Work Because of Absence (All Grade Levels)	144
DAEP Work	145
Elementary Grade Levels	145
Grades 6-12 (Middle and High School)	145
In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)	145
Alternative Means to Receive Coursework	145
Opportunity to Complete Courses	145
Nondiscrimination Statement (All Grade Levels)	146
Parent and Family Engagement (All Grade Levels)	147
Working Together	147
Parent and Family Engagement Policy	148
Parking and Parking Permits (Secondary Grade Levels Only)	151
Bicycles and Motor-Driven Vehicles	151
Vehicle Registration and Parking Permits	151
Texas High and OPTIONS Vehicle Registration Procedures:	151
Vehicles and Procedures for Parking Lots	152
Enforcement of Parking Lot Regulations	153
Citations	153
Towing	153
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	153
Prayer (All Grade Levels)	154
Promotion and Retention	154

Texarkana Independent School District

[Pre Kindergarten or Kindergarten]—Grade 3	154
Elementary and Middle/Junior High Grade Levels	154
High School Grade Levels	154
Release of Students from School	155
Remote Conferencing	155
Report Cards/Progress Reports and Conferences (All Grade Levels)	155
Retaliation	155
Safety (All Grade Levels)	156
Accident Insurance	156
Insurance for Career and Technical Education (CTE) Programs	156
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	156
Preparedness Training: CPR and Stop the Bleed	156
Emergency Medical Treatment and Information	156
Emergency School Closing Information	157
SAT, ACT, and Other Standardized Tests	157
Schedule Changes (Middle/Junior High and High School Grade Levels)	157
School Facilities	157
Asbestos Management Plan (All Grade Levels)	158
Food and Nutrition Services (All Grade Levels)	158
Vending Machines (All Grade Levels)	159
Pest Management Plan (All Grade Levels)	159
Conduct Before and After School (All Grade Levels)	159
Library (All Grade Levels)	159
Use of Hallways during Class Time (All Grade Levels)	159
Use by Students Before and After School (All Grade Levels)	159
Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)	160
School-Sponsored Field Trips (All Grade Levels)	160
Searches	160
Searches in General (All Grade Levels)	160
District Property (All Grade Levels)	161
Metal Detectors (All Grade Levels)	161
Telecommunications and Other Electronic Devices (All Grade Levels)	161
Trained Dogs (All Grade Levels)	161

Texarkana Independent School District

Drug Testing (Secondary Grade Levels Only)	161
Vehicles on Campus (Secondary Grade Levels Only)	161
Sexual Harassment	161
Special Programs (All Grade Levels)	162
Standardized and Local Semester Testing	162
SAT/ACT (Scholastic Aptitude Test and American College Test)	162
Preparation for College Entrance Exams	162
PSAT (Preliminary Scholastic Aptitude Test)	162
TSI (Texas Success Initiative) Assessment	163
STAAR (State of Texas Assessments of Academic Readiness)	163
Failure to Perform Satisfactorily on STAAR Reading or Math	163
Standardized Testing for a Student Enrolled Above Grade Level	164
Standardized Testing for a Student in Special Programs	164
Personal Graduation Plans - Middle or Junior High School Students	164
High School Courses End-of-Course (EOC) Assessments	164
Failure to Perform Satisfactorily on an EOC	165
Local Semester Exams (Texas Middle School and Texas High School)	165
Texas Middle School Semester Exams	165
Eligibility Criteria for Spring Semester Exams Exemption	166
Texas High School Semester Exams	167
Students in Foster Care (All Grade Levels)	168
Students Who are Homeless (All Grade Levels)	168
Student Speakers (All Grade Levels)	169
Summer Learning Opportunities (All Grade Levels)	169
Tardies (All Grade Levels)	169
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)	170
Transfers (All Grade Levels)	171
Transportation (All Grade Levels)	171
School-Sponsored Trips	171
Buses and Other School Vehicles	171
Bus Regulations	172
Severe Clause	172

Texarkana Independent School District

Procedures regarding Bus Rules Violations	172
University Interscholastic League (UIL)	173
UIL Grade Requirements	173
Grading Waiver for Advanced Courses	174
Vandalism (All Grade Levels)	175
Video Cameras (All Grade Levels)	175
Visitors to the School (All Grade Levels)	176
General Visitors	176
Visitor Parking	176
Unauthorized Persons	177
Visitors Participating in Special Programs for Students	177
Business, Civic, and Youth Groups	177
College Night and Career Day	177
Volunteers (All Grade Levels)	177
Partners in Education/Parent Organizations/Volunteer Opportunities	177
Voter Registration (Secondary Grade Levels Only)	178
Withdrawing from School (All Grade Levels)	178
Glossary	178
Freedom from Bullying Policy	182

Texarkana Independent School District

Board of Trustees

Gerald Brooks, President

Wanda Boyette, Vice President

Bill Kimbro, Secretary

Amy Bowers

Bryan DePriest

Paul Miller

Fred Norton, Jr.

Administration

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Autumn Thomas, Deputy Superintendent

Jo Ann Rice, Associate Superintendent for Family & Community Engagement

Anita Clay, Chief Financial Officer

Sherri Penix, Chief Innovation Officer

Ken Reese, Chief Operating Officer

Holly Tucker, Chief Academic Officer

Texarkana Independent School District

Mission Statement

The mission of Texarkana ISD, a culturally diverse and premier learning community, is to develop and empower every individual by providing innovative and varied opportunities to lead and excel in a global society through strong family, community, and staff partnerships.

Parameters

1. We will make all decisions based on what is best for ALL students.
2. We will not tolerate prejudice or discrimination of any kind.
3. We will ensure an environment that cultivates inclusiveness by honoring each individual's uniqueness.
4. We will communicate openly and honestly with all stakeholders.
5. We will ensure collaborative relationships within our community in support of our pursuit of excellence.
6. We will challenge each other to rise to greatness.
7. We will demonstrate fiscal integrity and responsibility.
8. We will embrace continuous improvement.

Belief Statements

1. Every student will have access to the resources available to help them develop the knowledge and skills necessary to become productive members of society.
2. Education is a shared responsibility of the entire community.
3. Communication and parental involvement is critical.
4. Diversity gives value and strength to all individuals contributing to the success of the whole.
5. Mental, emotional, physical, and spiritual health are essential for success.
6. All will have positive relationships in a nurturing and compassionate environment.
7. High expectations will be the standard to yield success and growth.
8. Expectations are inclusive of all stakeholders.
9. All will be inspired and successful.
10. All successes will be celebrated.

Texarkana Independent School District

Objectives

1. Academic Performance

Each student will be immersed in innovative, engaging learning experiences that are diverse, flexible and authentic.

Each student will have access to career focused pathways and resources that will enrich their career exploration.

2. Learning Environment/Facilities

Each student will have access to well-maintained state of the art facilities that support innovative learning and creativity in a safe and secure environment.

3. Social Emotional Support

Each student is guaranteed a learning environment that supports their social, emotional, physical, and mental health.

4. Parental/Community Involvement

Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.

5. Technology

Each student will develop ethical digital citizenship skills.

Each student will have equitable access to technology that is fundamental to student success.

6. Human Resources

Each student will be guided by professional, high performing, dedicated staff who reflect the diversity of the students they serve.

Texarkana Independent School District

Elementary Schools

Highland Park Elementary School

Principal: Jennifer Cross
401 West 25th Street
Texarkana, TX 75503
Phone: 903.794.8001
Fax: 903.793.1702

Martha & Josh Morriss Elementary School

Principal: TBD
4826 University Park
Texarkana, TX 75503
Phone: 903.791.2262
Fax: 903.798.6875

Nash Elementary School

Principal: Liliana Luna
100 Burton Street
Nash, TX 75569
Phone: 903.838.4321
Fax: 903.831.7158

Paul Laurence Dunbar Early Education Center

Principal: Dr. Tabitha Dudley
2315 West 10th Street
Texarkana, TX 75503
Phone: 903.794.8112
Fax: 903.794.5841

Spring Lake Park Elementary School

Principal: Anne Slade
4234 Ghio Fish Boulevard
Texarkana, TX 75503
Phone: 903.794.7525
Fax: 903.794.0633

Theron Jones Early Literacy Center

Principal: Melodie White
2600 West 15th Street
Texarkana, TX 75501
Phone: 903.793.4871
Fax: 903.793.7596

Waggoner Creek Elementary School

Principal: Angie Griffin
6335 Gibson Lane
Texarkana, TX 75503
Phone: 903.255.3301
Fax: 903.223.7945

Wake Village Elementary School

Principal: Mindy Gennings
400 Wildcat Drive
Wake Village, TX 75501
Phone: 903.838.4261
Fax: 903.832.6809

Westlawn Elementary School

Principal: Elodia Witterstaetter
410 Westlawn Drive
Texarkana, TX 75501
Phone: 903.223.4252
Fax: 903.223.4262

Texarkana Independent School District

School Day Schedule (Elementary Campuses)

Office Hours

The office hours for Texarkana ISD Elementary Campuses are 7:30 a.m to 3:45 p.m.

School Opening Information

All students are expected to be in their assigned classrooms no later than 7:50 a.m. Please consult with your campus office staff for morning arrival times for entering the building. Students are not permitted in the buildings before the designated time unless they have permission from a teacher or administrator.

School Day Schedule

For attendance purposes, the school day is from 7:50 a.m. to 3:10 p.m. Students will be marked absent for the first period after 7:50 a.m. All students are required to be regular and punctual in their attendance.

School Closing Information

Each campus provides after school supervision for students from 3:10 p.m. to 3:30 p.m. Unless prior arrangements have been made for tutoring or similar events, all students must be picked up no later than 3:30 p.m. In the event that a student is not picked up from school by 3:30 p.m., the following steps will be taken by the campus principal:

1. At 3:30 p.m., the child's parent or guardian will be contacted and will be documented in the child's file.
2. The parents (not a minor) must come inside the building, sign the student out, and provide the reason for being late. At this time, the principal or designee will give a copy of the policy and explain the consequences. This will be documented in the child's file.
3. If this continues, the campus may call the Texas Department of Protective and Regulatory Services (TDPRS) at 1.800.252.5400, which will also be documented in the child's cumulative record.

Secondary Schools

Texas Middle School

Principal: Shawn Davis
2100 College Drive
Texarkana, TX 75503
Phone: 903.793.5631
Fax: 903.792.2935

Texas High School

Principal: Patti O'Bannon
4001 Summerhill Road
Texarkana, TX 75503
Phone: 903.794.3891
Fax: 903.792.8971

OPTIONS Academic Alternative High School

Principal: Amy Doss
Tucker & Johnson Streets (TC Campus)
Texarkana, TX 75503
Phone: 903.793.5632
Fax: 903.798.2131

Texarkana Independent School District

School Day Schedule (Texas Middle School)

Office Hours

The office hours for Texas Middle School are 7:30 a.m to 4:00 p.m.

School Opening Information

The building will be open at 7:30 a.m. for students. Students are not permitted in the buildings before this time unless they have permission from a teacher or administrator. No student should arrive on campus prior to 7:30 a.m.

School Day Schedule

For attendance purposes, the school day is from 7:50 a.m. to 3:15 p.m. All students are required to be regular and punctual in their attendance. All elective classes for grades 6, 7, and 8 will rotate on the A day and B day schedule. All other classes meet each day.

School Closing Information

Students must leave campus immediately after class is dismissed. All students not participating in after school activities should be picked up by 3:30 p.m.

Sixth Grade		Seventh Grade		Eighth Grade	
Period 1	7:50-8:40	Period 1	7:50-8:50	Period 1	7:50-8:35
Period 2	8:45-9:30	Period 2	8:55-9:55	Period 2	8:40-9:35
Period 3	9:35-10:20	Period 3	10:00-11:00	Period 3	9:40-10:35
Period 4	10:30-11:25	Lunch	11:05-11:40	Period 4	10:40-11:35
Lunch A	11:30-12:05	Period 4	11:45-12:30	Period 5	11:40-12:35
Lunch B	12:20-12:55	Period 5	12:35-1:20	Lunch	12:40-1:15
Period 5	1:05-2:00	Enrichment	1:30-2:00	Period 6	1:20-2:15
Period 6	2:05-3:15	Period 6	2:05-3:15	Period 7	2:20-3:15

Texarkana Independent School District

School Day Schedule (Texas High School)

Office Hours

The office hours for Texas High School are 7:45 a.m. to 4:30 p.m.

School Opening Information

The cafeteria will be open at 7:45 a.m. for students. Students are not permitted in the building until 8:20 a.m. unless they have permission from a teacher or administrator.

School Day Schedule

For attendance purposes, the school day is from 8:25 a.m. to 3:50 p.m. All students are required to be regular and punctual in their attendance. Classes scheduled during 1st and 5th period meet daily. All other classes rotate on an A day B day schedule.

Periods	Beginning/Ending Times
1st A/B	8:25 - 9:16
Enrichment A/B	9:22 - 9:52
2nd A/B	9:58 - 11:29
3rd A/B	11:35 - 1:20
• 1st Lunch	11:35 - 12:05
• 2nd Lunch	12:12 - 12:42
• 3rd Lunch	12:50 - 1:20
4th A/B	1:26 - 2:56
5th A/B	3:02 - 3:50

School Closing Information

Students must leave campus immediately after class is dismissed. All students not participating in after school activities should leave campus by 4:00 p.m.

Calendar of School Events

To prevent program conflicts during the year, it is necessary that all activities be scheduled on the activity calendar in the principal's office at the beginning of the school year or as soon thereafter as possible. The sponsor of the respective group is responsible for setting the date on the calendar and for contacting the principal in charge of equipment for the arrangements of all assembly materials.

The Calendar of School Events may be accessed at [Texarkana ISD](#) by selecting Texas High School, then selecting the Event Calendar.

Texarkana Independent School District

School Day Schedule (OPTIONS)

Office Hours

The office hours for OPTIONS are 8:00 a.m. to 4:30 p.m.

School Opening Information

The building will be open at 7:45 a.m. Students are not permitted in the building before this time unless they have permission from a teacher or administrator.

School Day Schedule

OPTIONS offers two daily sessions. The first session begins at 8:15 a.m. and ends at 12:30 p.m. The second session begins at 11:15 a.m. and ends at 3:35 p.m. Sessions are conducted Monday through Friday. All students are expected to be on time for each session.

School Closing Information

Students must leave campus immediately after their session has ended. An exception will be made for students who are taking dual credit courses with Texarkana College or Southern Arkansas University-Tech.

Texarkana Independent School District

Parents and Students:

Welcome to the new school year!

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

The Texarkana Independent School District Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the Texarkana Independent School District Student Code of Conduct. To review the Code of Conduct, visit the district’s website at [Texarkana ISD](#). State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at the Texarkana Independent School District Central Administration office.

Note: References to board policy codes are included for ease of reference. Texarkana Independent School District board policy can be located by clicking the following link: [Texarkana ISD Electronic Board Policy Manual](#).

Texarkana Independent School District

The policy manual includes:

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

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

Christy Tidwell, Executive Director of Curriculum and Instruction
Texarkana ISD Instructional Services
3413 Summerhill Road, Texarkana, Texas 75503
903.793.7561

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

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

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

Accessibility

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

Sherri Penix, Chief Innovation Officer
Texarkana ISD Central Administration
4241 Summerhill Road, Texarkana, Texas 75503
903.794.3651

Texarkana Independent School District

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction. In fall 2022, the SHAC committee will begin the process of researching and proposing to the board a recommendation of curriculum for Human Sexuality.

In accordance with state law, a parent may:

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

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

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

Texarkana Independent School District

Consent Before Human Sexuality Instruction

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

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

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

Annual Notification

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

In accordance with state law, a parent may:

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

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

Consent to Provide a Mental Health Care Service

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

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

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

Texarkana Independent School District

The mental health liaison can be reached at:

Sherry Nelson, Coordinator of Assessment
Sherry.Nelson@txkisd.net, 903.794.3651

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

[See **Mental Health Support**]

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

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

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

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

Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14

A student under age 14 must have parental permission to participate in the district's Parenting and [Paternity Awareness Program](#). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

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

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

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

Texarkana Independent School District

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

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must return the form included in the forms packet. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students and parents/guardians who are currently enrolled in the District about matters within the scope of the employee's professional responsibilities. The employee is prohibited from knowingly communicating with students and parents/guardians using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the District without supervisor approval. Currently, the District recommended list of electronic communications include:

- TEAMS
- GMail
- Google Meet
- Google Chat
- Google Classroom
- Remind

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

Employees must follow all steps shown below:

Texarkana Independent School District

- The employee is required to include the student's parent as a recipient on all text messages.
- The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.
- The employee is required to send a copy of the text message to the employee's district email address and respective supervisor..

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal. For more information regarding electronic communications between students and district employees as well as the complete policy for students' acceptable use of technology, access the following link:

[Texarkana ISD: Student Technology Acceptable Use Policy](#)

Objecting to the Release of Directory Information

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

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

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

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

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

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

The district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees; honors and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletics teams. If a parent objects to the release of the

Texarkana Independent School District

student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review Authorized Inspection and Use of Student Records

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

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

- Name,
- Address, and
- Telephone listing.

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

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or

Texarkana Independent School District

- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

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

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

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

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

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

A parent may inspect:

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

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

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

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

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

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

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

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

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or

Texarkana Independent School District

- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

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

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

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

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

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

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

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

Texarkana Independent School District

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

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,

Texarkana Independent School District

- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child’s classroom.

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

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

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

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

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

Texarkana Independent School District

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

Legitimate educational interest may include:

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

School officials may include:

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

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.

Texarkana Independent School District

- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** to prohibit this disclosure.]

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

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

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

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

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

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

Amanda Eisley, Director of Student Services
Texarkana ISD Welcome Center
2208 Kennedy Lane, Texarkana, TX 75503
Amanda.Eisley@txkisd.net; 903.794.TISD (8473)

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

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

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

[See **Report Cards/Progress Reports and Conferences, Complaints and Concerns, and Finality of Grades** at Policy FNG(LEGAL).]

Texarkana Independent School District

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available on the district's website at [Texarkana ISD Board Policy Online](#).

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

Academic Programs

Parents may request a schedule change for their child from the principal or designee. The principal or designee is not required to make the reassignment and will not do so ordinarily if the change would affect the assignment or reassignment of another student.

Parents may request that the Board of Trustees 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 there is sufficient interest in the class to make it economically practical to offer the class.

Permission for a student to attend a class for credit above his/her grade level may be requested. If the counselor/academic advisor and the child's current and prospective teacher expect the child to perform satisfactorily in the class, the request will not be unreasonably denied.

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

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

Texarkana Independent School District

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

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

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

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

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

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

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

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

[See policy FDE for more information.]

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

Texarkana Independent School District

Student Use of a Service/Assistance Animal

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

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

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

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

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

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration, Course Credit, and Students in Foster Care**]

A Student Who Is Homeless

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

Texarkana Independent School District

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration, Course Credit, and Students who are Homeless**]

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

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

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

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

Texarkana Independent School District

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

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

Kay Stickels
Director of Special Populations
3413 Summerhill Road, Texarkana, TX 75503
Kay.Stickels@txkisd.net, 903.793.7561

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

Kay Stickels
Director of Special Populations
3413 Summerhill Road, Texarkana, TX 75503
Kay.Stickels@txkisd.net, 903.793.7561

Texarkana Independent School District

Section 504 Referrals

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

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

Jamie Friday

Coordinator of 504 Services

3413 Summerhill Road, Texarkana, TX 75503

Jamie.Friday@txkisd.net, 903.793.7561

[See **A Student with Physical or Mental Impairments Protected under Section 504**]

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

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

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

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

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

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

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

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

Texarkana Independent School District

A Student Who Speaks a Primary Language Other than English

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

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

[See **English Learners** and **Special Programs**]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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

Texarkana Independent School District

Section Two: Other Important Information for Parents and Students

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

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

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

Admission, Attendance and Absences

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

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

Admission

Documents Required for Admission

1. An official city, county, or state birth certificate
2. An up-to-date immunization record signed by a physician or by public health personnel
3. A social security card
4. A copy of the student's most recent report card (strongly recommended) and/or transcript. *(Note: This preliminary report card and/or transcript will be used for placement only. An official transcript with the sending school's seal must be sent directly from the sending school to the receiving school in Texarkana ISD.)*
5. Proof of residence

General Admission Requirements

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.
 - a. To be eligible for admission based on 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.
 - b. The parent enrolling a student based on only the parent's residence in the district must provide a copy of a current final order, signed by the judge and showing a file stamp from the court designating the parent as a managing or possessory conservator.
2. The student is under age 18 and lives in the district with an adult resident of the district who has accepted an *Assignment and Acceptance Responsibility for Minor Student* from the child's parent or legal guardian. The district has educational guardianship forms to be completed by both the parents and the person with whom the student lives.
3. The student under the age of 18 must be enrolled by a parent, legal guardian, or adult resident who has a valid Power of Attorney for that student. A student who is 18 or older,

Texarkana Independent School District

who is legally married, or who has ever been legally married and who has not graduated from high school may enroll him/herself.

4. The adult enrolling the student must present current immunization records or make arrangements to begin immunizations as soon as possible. A student may be provisionally admitted to the district schools if the student has begun the required immunizations and continues to receive the necessary immunizations as rapidly as medically feasible. The school must ensure that the required immunizations are received on schedule.
5. Students transferring from one Texas public or private school to another can be enrolled provisionally for no more than 30 days while awaiting the transfer of the immunization record.
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 educational records from the school the child last attended.
7. Texarkana ISD does not admit underage students to school. A child must be 5 years old on or before September 1st of the current school year to be admitted to kindergarten. To be admitted to first grade, a child must be 6 years old on or before September 1st of the current year or must have completed kindergarten or must have been enrolled in first grade in the public schools of another state.
8. The district will offer pre-kindergarten classes if it identifies 15 or more eligible students who are at least four years of age and may offer pre-kindergarten if it identifies 15 or more eligible children who are at least three years of age. A child is eligible for enrollment in pre-kindergarten if the child is at least three years of age by September 1st of the current school year and has the following qualifications:
 - a. Unable to speak or comprehend the English language;
 - b. Economically disadvantaged; or
 - c. Homeless, as defined by federal law, regardless of the residence of the child, of either parent or child, or of the child's guardian or other person having lawful control.

The applications 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 may ask parents or another adult enrolling a student to provide evidence that they are bona fide residents of the district. If school officials have reason to question the legitimacy of a child's residency information, they may investigate to determine the student's actual place of residence. If the district finds that a student is not 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.

A person who knowingly falsifies information on a form required for a student's enrollment in the district will be liable to the district if the student is not eligible for enrollment but is enrolled on the basis of false information. For the period during which the ineligible student is enrolled, the person is liable for the maximum tuition fee the district may charge or the amount the district has budgeted per student as a maintenance and operating expense, whichever is greater.

Texarkana Independent School District

Non-Resident Student Admission Requirements

A non-resident student wishing to transfer into the district must file an application for transfer with the enrollment staff at the Texarkana ISD Welcome Center prior to the school year for which the transfer is requested. Any other requests will be considered by the Board of Trustees on a case-by-case basis. All transfers are subject to approval by the superintendent or designee on a space-available basis by grade, subject, and campus.

Any transfer student residing in Texas will be admitted tuition-free to all campuses in the district to the extent the cost of education for such transfer does not exceed the state revenue received by the district for a resident student.

Students who have been expelled from other districts will not be enrolled until the matter has been resolved with the home district, and the transfer has the consent and approval of the building principal and the superintendent/designee. Those transferring from another district's alternative education program must have completed the placement prior to enrollment in TISD. Students entering with incomplete placement requirements will be required to enroll in Texarkana Independent School District Disciplinary Alternative Education Placement (DAEP) and fulfill the requirements as outlined by the district.

Non-resident transfer students who are disruptive to the educational process during the school year will be returned to their home district at the discretion of the superintendent or designee.

Resident Student Transfers/Attendance Zones

The Board of Trustees has established geographic boundaries for each school, and students generally must attend the schools in the zone for their street address. Parents may make a written request for their child to attend a particular school. The superintendent/designee may designate specific campuses or grade levels that will be closed to new transfer applications due to projected space availability. For further information, parents should contact the Texarkana Independent School District Welcome Center at 2208 Kennedy Lane, 903.794.8473.

OPTIONS Admission Requirements

In District Students

- A TISD student in grades 9-12 who wishes to enroll in OPTIONS must supply the documents listed above, must complete an application and on-site writing sample. Completion of the application and the required essay does not guarantee enrollment.
- Application reviews and acceptance determinations will be conducted each Tuesday. To determine acceptance at OPTIONS, the principal will review the following:
 - Application
 - Writing sample (essay)
 - Student transcript
 - Student's academic needs
 - State Assessment Scores (STAAR)
 - Discipline records
 - Attendance records

Texarkana Independent School District

- Students who meet the initial requirements for enrollment must schedule the first in a series of intake meetings and assessments (if applicable).
 - Initial academic planning meeting with the principal,
 - Benchmark testing (may be required for Grade 9 students and out of state students),
 - Meeting with the counselor/academic advisor for graduation plan and for post-secondary and career planning, and
 - Final meeting with the principal, counselor/academic advisor, and parent.

Note: It is important to be on time for each appointment and to bring any required paperwork. Students who are late to the appointment may be asked to reschedule.

Out of District Students

- Students who reside out of district will be considered for admission if the district in which they reside has entered into an interlocal agreement for these services.
- Students should contact the OPTIONS campus to enroll. The OPTIONS academic advisor will meet with the student to determine the academic schedule and to assign the appropriate session.
- Students transferring into the district will be classified according to the documented number of credits earned by the date of transfer and by the number of years in attendance in an accredited high school as listed above.
- If no official transcript is available by the date of enrollment, a transfer student will be enrolled as a freshman and will be placed in freshman level classes pending receipt of the official transcript.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

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

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

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

Texarkana Independent School District

OPTIONS Attendance Requirements

Regular attendance in OPTIONS is critical to timely course completion. Students cannot meet graduation requirements if they are not in attendance. The 90 percent attendance requirement applies to all students in kindergarten through grade 12. The following requirements will be in effect for the OPTIONS program:

1. Students are required to attend their assigned session. Failure to do so will place the student on probationary status. Parents/guardians will be called when a student is absent. After three absences within five school days, the truant officer will be notified. Students who are seventeen years old or older can be charged personally with truancy.
2. Attendance is taken each hour by the classroom instructor.
3. Students will be assigned to either the first or second session. Once students are assigned to their session, they must attend during that time period. Students may not attend the other daily session unless the principal has given prior permission.

Completion of OPTIONS

Transferring from OPTIONS to Texas High School before completion of the four year plan:

1. Transfers from OPTIONS to Texas High School may take place only at the beginning of the school year (fall semester).
2. In order to be eligible for transfer:
 - a. A student must have completed a minimum of six credits.
 - b. A student must have completed both the first and second semesters of grade level courses.
 - c. A student who did not comply with the OPTIONS student contract may not transfer to Texas High School and may not be eligible to return to OPTIONS the following school year.
 - d. A student assigned to DAEP may not transfer to Texas High School and may not be eligible to return to OPTIONS the following school year.

Age 19 and Older

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

Compulsory Attendance—Exemptions

All Grade Levels

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

- Religious holy days;
- Required court appearances;

Texarkana Independent School District

- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

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

Secondary Grade Levels

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

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided:

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

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

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

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

Texarkana Independent School District

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

Compulsory Attendance—Failure to Comply

All Grade Levels

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

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Ages 6–18

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

The notice will:

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

For any questions about student absences, parents should contact a campus administrator.

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

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

Truancy Procedures (All Grade Levels)

Truancy, the absence from school without knowledge and consent of the student’s parent or guardian, is prohibited. Truancy includes an unexcused absence for one or more periods of the school day. Major changes to the truancy law were made by the 77th Legislature and the district is required to notify all parents at the beginning of school concerning the new truancy law as defined by Senate Bill 1432. Requirements regarding truancy are as follows:

1. If a student is absent from school 10 or more days, **OR**
2. If a student is absent 10 or more partial days in a six month period in the same school year, **OR**

Texarkana Independent School District

3. If a student is absent from school three or more days or three or more partial days in a four week period, **THEN**
4. The student's parent or person standing in parental relation to a student are subject to prosecution for the offense of *Parent Contributing to Truancy* (formerly Thwarting Compulsory Attendance Law), and the child is also subject to prosecution or referral to the Juvenile Court for the offense of *Failure to Attend School*. If the student is over 18, the student's parents shall not be subject to penalties as a result of their child's violation of state compulsory attendance law.

For truancy offenses, disciplinary action will be taken in accordance with district policy. Previous offenses will be considered in the determination of consequences. Further acts of truancy will continue to be classified as discipline violations and may result in assignment to the Disciplinary Alternative Education Program (DAEP) or in more severe disciplinary measures.

If any parent or person standing in relation to a student fails to require the child to attend school, that person will be warned in writing by the district that attendance is immediately required. If, after this warning, a parent or person standing in parental relation intentionally, knowingly, or with criminal negligence fails to comply, that person will be subject to punishment as provided by law unless inability to compel the child to attend school can be established. In that case, the student will be subject to action by the juvenile court.

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

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

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

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

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

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.

Texarkana Independent School District

- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance— Exemptions** and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.
- The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Makeup Hours for Excessive Absences

Texas Middle School and Texas High School

Students will have the opportunity to make up excessive absences by attending afternoon detentions and designated after school tutorials. Volunteer hours may also count toward make up hours so long as the student turns in documentation to the attendance office (date, time, location, volunteer services). These opportunities will be the only means that students may use to regain credit. Requirements are as follows for detention or tutorials:

- Students must have books and materials to study.
- Students will be expected to work without talking to other students.
- Students must sign in and out to receive credit.
- All school rules will be followed or the student will be asked to leave the session without credit.
- No food or drinks will be allowed.
- No electronic devices, including cell phones, earbuds, etc. will be allowed.
- Students must provide their own transportation. (Transportation may be provided for Saturday tutorials).

Parents and students will be notified that the student is in danger of being assigned makeup hours. They also will be notified throughout the semester as the amount of makeup hours increases. Makeup hours also will be posted by student ID number.

OPTIONS

Students are required to attend all assigned sessions. If a student misses a session, those hours must be made up.

Students have one week to make up missed hours. For example, if a student is absent on Monday of one week, he/she has until the following Monday to make up the absence. The student must complete the makeup hours in addition to the normal hours of instruction required from the student. Failure to make up the additional hours will result in the student being placed on probationary status and could result in possible termination from the program. All absences must be made up, even if there is a doctor's note. Students should schedule appointments so that attendance requirements may be met. Makeup hours will be assigned and completed by attending full days from 8:15 a.m. - 3:15 p.m.

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 10:00 a.m.

Texarkana Independent School District

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

Documentation after an Absence (All Grade Levels)

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

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

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

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

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

Within 10 days of returning to school, a student absent for more than four consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

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

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/section/driver-license>.

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** for information on excused absences for obtaining a learner license or driver's license.

Texarkana Independent School District

Accountability under State and Federal Law (All Grade Levels)

Texarkana Independent School District and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

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

Accountability information can be found on the district's website at [District & Campus Performance Data](#). Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#).

Armed Services Vocational Aptitude Battery Test (Grades 10–12)

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

The test shall be offered on 11/9/2022 at 8:30 a.m. Sign up by 10/28/2022.

Contact Charlotte Leon for information about this opportunity.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

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

Texarkana Independent School District

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

Bullying is prohibited by the district and could include:

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

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

A student may anonymously report an alleged incident of bullying by completing the anonymous online school safety report that can be found on the district's website. [Anonymous Online School Safety Report](#)

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

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

Texarkana Independent School District

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

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

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

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing**, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office or on the campus website at www.txkisd.net.

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

Information on the Texarkana ISD work based learning and expanded learning opportunities through Career and Technical Education (CTE) can be found here: [2022-23 Texas High School Program of Studies and Course Description Guide](#).

District policy prohibits discrimination 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.

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

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

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

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

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to

Texarkana Independent School District

certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

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

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children

(All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed in the Texarkana ISD District Improvement Plan, 2022-23. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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

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

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

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

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

Texarkana Independent School District

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

Additional warning signs of labor trafficking in children include:

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

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

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

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

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

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in

Texarkana Independent School District

your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#). Reports may also be made to the Texarkana ISD Police at 903.792.4658. The report should assert the belief that one or more of the following acts has occurred:

- A child has been or will be abused or neglected
- A child has died of abuse or neglect
- A child has violated the compulsory school attendance laws on three or more occasions
- A child, on three or more occasions, has been voluntarily absent from the home without the consent of his/her parent or guardian for a substantial length of time or without the intent to return.

In addition to making the report, the staff member suspecting abuse shall contact the school principal and the counselor or nurse. Contacting the principal, nurse, or counselor does not relieve the staff member of the obligation to report to Bowie County Child Protective Services (CPS) or the police.

The staff member making the initial report shall be given feedback on action taken by the school administration. The staff member shall cooperate with Bowie County CPS or police in their investigation. Staff members shall tell no one other than those listed above that a referral was made or the nature of that referral.

Principal Responsibilities

1. The principal or designee (nurse and/or counselor) shall consult with Child Protective Services (CPS) or the police for instruction regarding appropriate and immediate action.
2. Upon presentation and verification of identification, authorized officials of Bowie County CPS shall be given access to the child while at school for interviews related to the investigation of reported child abuse.
3. Staff members shall leave the investigation and contact with the parents to Bowie County CPS.
4. The principal will review the management guidelines for child abuse with the staff periodically. The confidential nature of the fact that a report has been made and any content of the report shall be reviewed.

Reporting Procedures

1. If there is imminent danger to a child as a result of abuse or neglect, the situation shall be reported to the Texarkana ISD Police at 903.792.4658, who will notify the Superintendent or designee's office.
2. Reports shall also be made by telephone to Bowie County CPS at 1.800.252.5400 within 48 hours.
3. A written report shall follow the phone report within five days.

Texarkana Independent School District

4. A copy of the written report and all supporting documentation shall be sent to the Student Services department for central filing.
5. Report shall also be filed with the Texarkana ISD Police when there is an incident of sexual contact or intercourse by students. Sexual contact means any touching of the anus, breast, or any part of the genitals of another person.

Record Keeping

1. No copies of referrals for abuse or neglect to Bowie County CPS shall be kept in the schools.
2. No photographs of injuries shall be taken.
3. The student records shall only be accessible to administrators or CPS workers. The files may be helpful when reaching decisions on child abuse referral.

Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

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

Consistent Application for Graduating Class

The District shall apply the same class rank calculation method rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Calculation

A course weighting system has been established in Texarkana ISD to encourage and recognize academic achievement. The weighting system is used to determine the valedictorian, salutatorian, and cum laude graduates and to designate the top ten percent of the graduating class. Students graduating in the top ten percent are eligible for automatic admission into a four-year Texas college or university. (See your academic advisor for more information.)

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 only, unless excluded below. The calculation shall include failing grades. The numeric semester average will earn points according to the District weighted grade point scale. All courses completed at OPTIONS will receive weighted ranking points of 1.1. A complete list of courses and weights can be found in the [Texas High School 2022-23 Program of Studies and Course Description Guide](#).

Texarkana Independent School District

Exclusions

The calculation of class rank shall exclude grades earned in a dual credit course not taken on a high school campus or in any local credit course; or through credit by examination, with or without prior instruction. For students in the graduating classes of 2021, 2022, and 2023, the calculation will also exclude grades earned in the spring semester of the 2019-20 school year.

Weighted Grade System

The District shall categorize and weight eligible courses as Tiers I-VI in accordance with provisions of this policy and as designated in appropriate district publications.

Categories

Tier VI	Eligible Advanced Placement (AP) and independent research courses shall be categorized and weighted as Tier VI courses.
Tier V	Eligible dual credit courses shall be categorized and weighted as Tier V courses.
Tier IV	Eligible Pre-Advanced Placement (Pre-AP) courses and other courses locally designated as honors shall be categorized and weighted as Tier IV courses.
Tier III	Eligible state foundation courses, enrichment courses, and innovative courses shall be categorized and weighted as Tier III courses.
Tier II	Eligible state foundation courses taken in summer school and at the OPTIONS campus shall be categorized and weighted as Tier II courses.
Tier I	All other eligible courses with modified content shall be categorized and weighted as Tier I courses.

Weighted Numerical Grade Average

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Category	Weight
Tier VI	Multiplied by 1.8
Tier V	Multiplied by 1.75
Tier IV	Multiplied by 1.7
Tier III	Multiplied by 1.5
Tier II	Multiplied by 1.1
Tier 1	Multiplied by 1.0

All failing grades shall be multiplied by the weight assigned to that course. The District shall record unweighted numerical grades on student transcripts.

Transferred Grades

When a student transfers semester grades for courses that would be eligible under the Tier I category and the district has accepted the credit, the district shall include the grades in the calculation of class rank.

Texarkana Independent School District

Local Graduation Honors

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

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

Valedictorian and Salutatorian

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

1. Have been continuously enrolled in the district high school for the two semesters immediately preceding graduation, calculated from the October PEIMS snapshot date; and
2. Have completed the foundation program with at least one endorsement.

To be eligible for local graduation honors, a student who wishes to graduate early must declare this intention at the beginning of the school year in which he or she desires to graduate.

Breaking Ties: In case of a tie in weighted numerical grade averages after calculation to the sixth decimal place, the district shall recognize all students involved in the tie as sharing the honor and title. If co-valedictorians are named, then no salutatorian shall be named.

Highest Ranking Graduate: The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

Cum Laude System

Texarkana ISD recognizes at graduation those students with weighted GPAs at or above specific benchmarks. Benchmarks may require occasional adjustments as changes in curriculum dictate. Currently, graduates are recognized as follows:

Valedictorian	Highest weighted GPA
Salutatorian	Second highest weighted GPA
Summa Cum Laude	Weighted average of exactly 155.0 or higher
Magna Cum Laude	Weighted average of exactly 150.0 or higher
Cum Laude	Weighted average of exactly 143.0 or higher

Students should refer to the class rank policies in effect for Texas High School as presented in the [Texas High School 2022-23 Program of Studies and Course Description Guide](#).

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades

Texarkana Independent School District

9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

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

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

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

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program**]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2022 term through the spring 2024 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program and the Texas First Scholarship Program

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

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

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

[See **Students in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 may earn college credit through the following opportunities:

Texarkana Independent School District

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or college preparatory;
- Enrollment in courses taught in conjunction and in partnership with Texarkana Community College, which may be offered on or off campus; and
- Enrollment in courses taught at other colleges or universities.

Enrollment in these programs is based on student interest, completion of prerequisite courses, and/or satisfaction of eligibility requirements.

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

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

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

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

Communications (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by contacting the school registrar at the home campus or by contacting the Texarkana ISD Welcome Center at 903.794.TISD (8473).

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

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

Texarkana Independent School District

Automated Non Emergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact the front office at your child's home campus.. [See **Safety** for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at [Texarkana ISD: Board Policy Manual](#).

The complaint forms can be accessed at policy [FNG\(EXHIBIT\)](#) or at the principal's or superintendent's office.

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

If the concern is not resolved, a parent or student may request a conference to appeal the Level One decision with the *Associate Superintendent for Family and Community Engagement, Jo Ann Rice, 903.794.3651*.

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

Conduct (All Grade Levels)

Applicability of School Rules

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

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the campus website and is listed below:

Texarkana Independent School District

Campus Name	Coordinator	Contact Number
Paul Laurence Dunbar EEC	Vanessa Buchanan	903.794.8112
Highland Park Elementary	Cora Patton	903.794.8001
Morriss Elementary	TBD	903.791.2262
Nash Elementary	Carmelya Vaughn	903.838.4321
Spring Lake Park Elementary	Amanda Sumpter	903.794.7525
Theron Jones ELC	Deborah Riles	903.793.4871
Waggoner Creek Elementary	Lindy Davis	903.255.3301
Wake Village Elementary	Andy McCarter	903.838.4261
Westlawn Elementary	Theresa Allen	903.223.4252
Texas Middle School	Kevin Hamilton	903.793.5631
Texas High School	Will Harris	903.794.3891
OPTIONS	Amy Doss	903.793.5632
DAEP/TILC	Bobbie Nichols	903.798.6888

Disruption of School Operations

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

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

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

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and

Texarkana Independent School District

- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

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

Student Management Plans

The purpose of our schools is to provide the best education possible for all students. To achieve this goal, we require certain standards of behavior, both in and out of the classroom. In Texarkana ISD, teachers will set, explain, instruct, post, encourage and support students' mastery of classroom expectations. These are designed to make it possible for teachers to teach and for students to learn in a safe, orderly, and healthy environment where courtesy, responsibility, and self-discipline are important. With these goals in mind, the following behavior standards are in place for TISD students.

Standards for Students

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Follow all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

We believe that these lifelong skills will enable our children to become happy, productive adults. We feel strongly that the opportunity to learn and demonstrate the skills is important to all children; therefore, when students severely or consistently disrupt the learning process for themselves or others, they will be moved more rapidly through the management plan. Appropriate consideration will be given to students with special needs.

Student Management Tiered Intervention Plan (Elementary Campuses)

The purpose of the tiered system is to identify students who may be at risk for not reaching behavior standards and to provide support so that student performance meets or exceeds established standards. This consistent plan used throughout the TISD elementary campuses includes a system for involving parents and family in that support. Each tier of intervention is in accordance with the Student Code of Conduct. Progression through the tier process is at the discretion of the professional educators. The Texas Education Code (Section 11:202b4) grants authority for campus administrators to assume responsibility for discipline at the campus.

Texarkana Independent School District

Tier 3
<p>The administrator may choose any one or a combination of strategies. Interventions and/or consequences may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Tier 2 strategies ● Out of School Suspension (OSS) ● Request of assistance from TISD Police ● District Alternative Education Placement (DAEP) Discretionary ● District Alternative Education Placement (DAEP) Mandatory ● Referral to outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district ● Expulsion
Tier 2
<p>The teacher/administrator may choose any one or a combination of strategies. Interventions and/or consequences may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Tier 1 strategies ● Discipline referral to administrator ● Individualized Behavior Plan ● In School Suspension (ISS)
Tier 1
<p>The teacher may choose any one or a combination of strategies. Interventions and/or consequences may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Conference (student, teacher, counselor, parent, and/or administrator) ● Positive Behavior and Intervention Supports ● Counselor Intervention ● Behavior Modification Strategies ● Temporary confiscation of items that disrupt the educational process ● Recovery time ● Loss of privileges ● Detention ● Any additional measures designated in the TISD Student Code of Conduct

Serious infractions of behavioral expectations may result in direct referral to an administrator. In the case of severe disciplinary infractions, the tier process may be circumvented by an administrator. Students who are assigned to ISS, DAEP, Out of School Suspension, or Expulsion are ineligible to participate in or attend extracurricular activities for the duration of their disciplinary assignment. Consequences will not be deferred pending the outcome of a grievance.

Student Management Plan (Texas Middle School)

The following student management plan will be used by Texas Middle School for all students in grades 6-8 who violate classroom, campus, or district rules of behavior.

Level One: Classroom	
<i>Step One</i>	Individual Classroom Management Plan
Level Two: Team	

Texarkana Independent School District

<i>Step Two</i>	Team Intervention and Parent Conference Teachers will report student information to the grade level principal through email Range: Detention, Team Detention
<i>Step Three</i>	Team Intervention and Parent Conference Teachers will notify the grade level principal, behavior specialist, and counselor of conference time. Range: Detention, Team Detention
Level Three: Office	
<i>Step Four</i>	Referral to grade level principal Range: Conference to after school detention; parent notification; counselor referral
<i>Step Five</i>	Referral to grade level principal Range: After school detention to 3 days ISS; parent conference with grade level principal
<i>Step Six</i>	Referral to grade level principal Range: 3-5 days in ISS; parent notification; parent conference
<i>Step Seven</i>	Referral to grade level principal Range: ISS, ISS 2, or DAEP; parent conference with principal
<i>Step Eight</i>	Referral to grade level principal Range: ISS, ISS 2, or DAEP; parent conference with principal
<i>Step Nine</i>	Referral to grade level principal Range: ISS, ISS 2, or DAEP; parent conference with grade level principal and principal
<i>Step Ten</i>	Disciplinary Alternative Education Placement (DAEP)

In case of severe disciplinary infractions, the disciplinary step progression may be circumvented by an administrator. For example, students who engage in a fight may be assigned to ISS or may be suspended.

Student Management Plan (Texas High School)

Student Expectations and Responsibilities

In order for any school to be successful, the environment must be one conducive to learning. Successful schools have clearly defined rules of operation, consistent application of those rules, and a conscientious attitude on the part of their students, staff, and community in complying with those rules. As is the case in any community, “abiding by the law” must come from the individual. The atmosphere sought in TISD schools is one in which respect from one person to another is readily observed and in which a proper balance exists between each person’s right to be an individual and the responsibility to function as a member of a larger community. Each individual must recognize that their personal rights do not extend beyond other’s rights, and

Texarkana Independent School District

compliance with reasonable rules of behavior take priority over self-interest. For a more detailed description concerning discipline, please refer to the Texarkana ISD Student Code of Conduct.

Student responsibilities for achieving a positive learning environment at school and at school-sponsored activities include:

- Attending all classes daily and on time
- Being prepared for each class with appropriate materials and assignments
- Being properly attired in order that they appearance does not cause a disruptions or create a health or safety hazard
- Exhibiting an attitude of respect toward others
- Conducting oneself in a responsible manner
- Seeking changes in school policies and regulations in an orderly and responsible manner through the appropriate channels
- Obeying all school rules

The following Student Management Plan will be used by Texas High School for students in all grade levels who violate classroom, campus, or district rules of behavior.

<i>Step One</i>	Individual Teacher Action (student conference, parent conference, athletic discipline, etc.)
<i>Step Two</i>	Referral to Assistant Principal/Detention Detention will be assigned for a minimum of two days. Students are required to bring assignments and do school work during this time. Missing a day of detention without an administrator's approval will result in the student moving to step four. Students may be assigned extra-curricular discipline at the discretion of the grade-level principal.
<i>Step Three</i>	Referral to Assistant Principal/Detention/Parent Conference Detention will be assigned for a minimum of three days. Students are required to bring assignments and do school work during this time. Missing a day of detention without an administrator's approval will result in the student moving to step four. Students may be assigned extra-curricular discipline at the discretion of the grade-level principal.
<i>Step Four</i>	Referral to Assistant Principal/ISS Level I Placement/Parent Conference Assignment to ISS Level I will be for a minimum of three successful days. Assigned work must be completed satisfactorily and approved by the ISS supervisor before the student is released from ISS.
<i>Step Five</i>	Referral to Assistant Principal/ISS Level I Placement/Parent Conference Assignment to ISS Level I will be for a minimum of three successful days. Assigned work must be completed satisfactorily and approved by the ISS supervisor before the student is released from ISS.

Texarkana Independent School District

<i>Step Six</i>	Referral to Assistant Principal/ISS Level II Placement/Parent Conference Assignment to ISS Level II will be for a minimum of five successful days. In addition, students will not be allowed to attend any TISD events for the semester. Assigned work must be completed satisfactorily and approved by the ISS supervisor before the student is released from ISS.
<i>Step Seven</i>	Referral to Assistant Principal/ISS Level II Placement/Parent Conference Assignment to ISS Level II will be for a minimum of five successful days. In addition, students will not be allowed to attend any TISD events for the semester. Assigned work must be completed satisfactorily and approved by the ISS supervisor before the student is released from ISS.
<i>Step Eight</i>	Disciplinary Alternative Education Placement (DAEP) or Expulsion

Note: Students assigned to Steps 6-8 will lose TISD event privileges for the remainder of the semester.

There are times when serious infractions will result in the student being sent directly to the office. Examples of these serious infractions include but are not limited to the following: severe disrespect to a teacher or other officials, profanity, fighting, gambling, skipping, insubordination, smoking, or vandalism.

In case of severe disciplinary infractions, the eight step disciplinary progression may be circumvented by an administrator. For example, students engaged in a fight may be assigned to ISS and/or may be suspended.

At all levels of this discipline plan, actions will be documented and copies sent to the parents. The teacher will receive a copy, and a copy will be filed in the Campus Behavior Coordinator's office.

Students should be aware that after school activities, whether school related or not, are not acceptable excuses for missing detention, ISS, or DAEP. Students who are assigned to DAEP are ineligible to practice, to participate in, or to attend extracurricular activities during this assignment.

- All students assigned to DAEP will be prohibited from all other TISD campuses and facilities. Students who violate this provision will be issued a Criminal Trespass Warning.

Any student who has reached Step Five (or higher) in the discipline plan for the first semester will begin the second semester at Step Three. All other students will begin the second semester anew.

The following consequences for Texas High School students will be enforced at the administrators' discretion.

Offense	Consequence
Possession/use of tobacco or electronic nicotine device	1st Offense Step 4 Violation 5 days of In-School Suspension
Gambling	1st Offense

Texarkana Independent School District

	Step 4 Violation 5 days of In-School Suspension
Skipping	1st Offense Step 4 Violation 3 days of In-School Suspension
Fighting	1st Offense Step 6 Violation 10 days of In-School Suspension

Detention (Texas High School)

Students who are assigned to detention will report to the assigned classroom before or after school at the following times and must bring assignments or instructional materials to complete.

- Morning Detention: 7:50 a.m. - 8:20 a.m. Room 93
- Afternoon Detention: 3:55 p.m. - 4:25 p.m. Room 102

In School Suspension-ISS (Texas High School)

Students who are assigned to ISS as a discipline consequence will be assigned to the ISS classroom for the entire school day. Students will be required to complete a character education booklet along with their class assignments during their placement period.

ISS Attendance Policy (Texas High School)

Students must remain in ISS the full day to receive credit for that day. Students may earn credit for one day if the student is checked out of school for a mandatory court date appearance. The student must be present in school at all times except for the actual time spent in transit to or from the appearance and while in court. Court documentation must be shown to the ISS teacher/Administrator for verification. Campus administration has final determination on absences affecting ISS placements. Students cannot participate or attend events while assigned to ISS.

Disciplinary Alternative Education Program-DAEP (Texas High School)

Students whose behaviors negatively impact their own or others' ability to learn in a traditional classroom setting may be assigned to DAEP by campus administration after campus level interventions have failed to produce the desired results. This program will target the academic and behavioral needs of assigned students by implementing successful alternative educational strategies which will promote student responsibility and productivity. Students who are assigned DAEP will be placed on probation for six weeks once they have completed their DAEP placement and have returned to the THS campus. Students who violate the probation period by not following the Student Code of Conduct will be reassigned to DAEP for 45 days.

Discipline - Dual Credit Courses (Texas High School)

- Students assigned to DAEP who are enrolled in an academic dual credit course are allowed to remain in the course for a six week probation period to determine their academic success.
- Students assigned to DAEP who are enrolled in a dual credit workforce class will be subject to the requirements of the course to determine whether they are allowed to remain in the course.

Texarkana Independent School District

- Students assigned to ISS will be subject to the requirements of the workforce and academic courses. Failure to maintain course requirements may result in the removal process and removal from the course.
- Students who are on long term placements of 60 days or greater will be subject to removal from the course.
- Before students are removed from a dual credit course the following must occur:
 - Students have failed to meet the obligations of the course.
 - Students placed in an alternative discipline setting have not fulfilled the obligations of the six weeks probation period.
 - Placement is 60 days or longer.
 - Student requests in writing to be removed with a parent signature.
 - Parent and teacher contact will be made and documented.
 - Assistant Principal for Student Advancement is notified to ensure all procedures are followed consistently.
 - Principal is presented with the information and approves/denies the request.
- Students will sign documentation before entering a dual credit course of the requirements of the course and the financial obligations.

Discipline - Advanced Placement (AP) Courses (Texas High School)

- Students assigned to ISS/DAEP who are enrolled in an AP course will be allowed to remain in the course.
- Students may voluntarily request to be removed from the course and placed in a regular course with the approval of the Assistant Principal of Curriculum and Instruction and the Principal.
- Students will be required to maintain the same level of rigor and assignments as the AP course requires.
- Students who are on long term placements of 60 days or longer will be subject to removal from the course.
- Students who are removed or request to be removed must have parent and student signatures confirming understanding of the removal from the course.

Assignments for AP/DC Courses (Texas High School)

Assignments will be sent via Google Classroom for each student. Assignments will be verified at ISS/DAEP before submission into Google Classroom.

Student Identification Cards

Photo IDs will be required for all students. The IDs will be provided at no cost for each student. Each replacement ID card for students will be provided at a cost of \$5.00. Students must have their ID's with them at all times and should be visible at all times during the day. Refusal to follow a directive to show or make visible an ID will be considered a disciplinary issue. Students must also have their IDs available for services in the cafeteria and library. Student IDs are

Texarkana Independent School District

required to purchase school dance tickets, attend school dances, and to sit in the student section at all home football games.

Student Management Plan (OPTIONS)

The following Student Management Plan will be used by OPTIONS for students in all grade levels who violate classroom, campus, or district rules of behavior.

<i>First Offense</i>	Conference with student and instructor Phone call to parent by instructor
<i>Second Offense</i>	Conference with student, instructor, and OPTIONS principal Phone call to parent by instructor Written documentation mailed home by the principal
<i>Third Offense</i>	Placement in ISS for five days (8:30 a.m. - 3:15 p.m.)
<i>Fourth Offense</i>	Placement in ISS for ten days (8:30 a.m. - 3:15 p.m.)
<i>Fifth Offense</i>	Placement in DAEP for 20 days
<i>Sixth Offense</i>	Placement in DAEP for 45 days

Students who are assigned to DAEP from OPTIONS will not be allowed to return to OPTIONS until completing a semester without discipline referrals at Texas High School. OPTIONS students who have severe conduct violations, attendance violations, or appearances before the truancy court will not be eligible to return to OPTIONS the following school year.

Severe Clause

It is the policy of OPTIONS to avoid unwarranted termination; however, it is necessary to enforce program rules and regulations. The following major discipline violations are grounds for immediate removal/expulsion from OPTIONS.

- Fighting
- Academic dishonesty
- Being disrespectful to staff members and/or other students
- Falsifying the sign-in sheet
- Possession or use of drugs or alcohol
- Damage to school property
- Any behavior that harms the reputation of OPTIONS

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for

Texarkana Independent School District

the student to pick up from the front office during a passing period or lunch. Texarkana ISD schools do not accept lunch deliveries from meal delivery services.

Police Intervention

Certain situations/violations are likely to result in the police being called. When this occurs, parents will be informed as soon as possible.

- Theft (dollar value usually determines seriousness)
- Physical assaults
- Fire, explosives, and weapons violations
- Criminal mischief or vandalism
- Drug and alcohol violations
- Disorderly conduct (i.e. offensive language, fighting, etc.)
- Other appropriate investigations

Academic Dishonesty/Cheating

Students found to have engaged in academic dishonesty will be subject to disciplinary action. Broadly defined, academic dishonesty or cheating occurs any time that a student knowingly submits work under his/her own name that was obtained through the efforts of someone else. Common examples would include, but are not limited to, the following:

- Copying from another student's paper
- Using unauthorized information while taking a test (cheat sheet)
- Paraphrasing someone else's homework
- Giving information to another student to complete assignments
- Obtaining or giving answers during a test
- Securing a copy of a test to study and/or using the information on a test
- Talking during a test
- Copying book jacket summaries for book reports (plagiarism)
- Submitting work completed by someone else (parents, other adults, other students)
- Using information obtained through the internet, electronic devices, or other resources without appropriate documentation

Social Events

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

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

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

Texarkana Independent School District

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle School Grade Levels

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

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;

Texarkana Independent School District

- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

[See **Scholarships and Grants** for more information.]

Personal Counseling (All Grade Levels)

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

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

[See **Mental Health Support (All Grade Levels)**; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children**; and **Dating Violence**]

Course Credit (Secondary Grade Levels Only)

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

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

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

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

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

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

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

Texarkana Independent School District

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

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

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

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

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

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

Students in Grades K–5

A student in elementary school is eligible to accelerate to the next grade level if:

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

Students in Grades 6–12

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

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

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

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

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

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

Texarkana Independent School District

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or may be viewed on the district's website by clicking [HERE](#). [See policy FFH for more information.]

Dating Violence

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

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

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator. The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](#).
- The CDC's [Preventing Teen Dating Violence](#).

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

Texarkana Independent School District

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but are not limited to:

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

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

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

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

- Offensive jokes, name-calling, slurs, or rumors;

Texarkana Independent School District

- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

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

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

Investigation of Report

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

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

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

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

Texarkana Independent School District

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

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

Discrimination

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

Distance Learning (All Grade Levels)

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

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

[See **Remote Instruction**]

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

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

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

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the superintendent or designee, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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

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

School Materials

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

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

Texarkana Independent School District

Non School Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than five (FNAA(LOCAL) copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The principal has designated the campus office as the location for approved non school materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

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

From Others

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

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

The Superintendent has designated central administration as the location for approved non school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Texarkana Independent School District

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, minimizes safety hazards, and maintains a positive learning climate. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- Body or facial piercings, including earrings that could constitute a safety concern are not permitted.
- Exposed obscene tattoos or body drawings are not permitted.
- Hair combs, picks, and spray in hair colors are not permitted.
- Headgear including bonnets, ski masks, bandanas, head rags, hats, caps, or towels of any kind are not permitted at any time in the buildings or hallways.
- Hoods and beanies (toboggans) may only be worn during inclement weather.
- Shoes must be worn at all times. House shoes/slippers and shoe skates are not permitted.
- Spaghetti straps, tank/tube tops, halters, muscle shirts, and midriff tops are not permitted.
- Sagging pants of any kind, pants or shorts that are two sizes under or above the students body size, pajama pants are not permitted.
- Any yoga or fitness pants should be accompanied by a standard shirt that does not expose the midriff.
- Dresses, shorts, or skirts shorter than mid-thigh length are not permitted.
- Sunglasses, clothing with slits/tears, pants with unpatched holes above mid-thigh length, tight or revealing clothing, transparent clothing, visible undergarments, and dressing without appropriate undergarments are not permitted.
- Clothing that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance that students are prohibited from having or using at school are not permitted.
- Clothing that is lewd, offensive, vulgar, obscene, or exposes the body are all not permitted.
- Clothing or grooming that depicts crime, violence, or gang association are not permitted.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal or designee will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Persistent dress code violations may result in assignment of disciplinary consequences in alignment with the campus Student Management Plan or specific consequences outlined by each violation. Specific dress code violations are addressed in the tables below.

Elementary Campuses

All elementary students will be expected to follow the expectations for dressing and grooming listed above. The following consequences will be in effect for violation of the dress code:

Texarkana Independent School District

Offense	Consequence
1st Offense	<p>The student's name will be recorded in the office for the violation. The parent will be contacted. The student will be required to comply with the dress code.</p> <p><i>If the student violates the dress code again on the same day:</i> The parent will be contacted. The student will be suspended for the day. An unexcused absence will be recorded.</p>
2nd Offense	<p>The parent will be contacted. The student will be assigned to In-School Suspension.</p>
3rd Offense	<p>The parent will be contacted. The student will be suspended for the day. An unexcused absence will be recorded.</p>

Texas Middle School

Dress code violations will be addressed at Texas Middle School in the following manner. If a student's grooming or clothing violates the expectations for dress and grooming listed above, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal or designee will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Persistent and repeated dress code violations will result in assignment of disciplinary consequences in alignment with the Texas Middle School Student Management Plan outlined on page 68.

Texas High School: WHY do we need a Dress Code?

Students need to begin to train to be professional as they begin to enter the workforce. Certain garments are not allowed in a work environment, and we at Texas High want to replicate standards that will prepare our students for their future careers. Our goal is to teach students the knowledge and skills to succeed in life after high school and that includes why dressing appropriately is important.

All Texas High School students will be expected to follow the expectations for dressing and grooming listed above as well as the following:

- Students are expected to be in dress code at all times during the school day, including testing, finals, and field trip days.
- All clothing will cover the entire midriff while standing, walking, or sitting.
- Students shall not wear any article of clothing that covers the face, including dark glasses unless prescribed by a physician and documented in the nurse's office.
- No blankets are allowed at school.

Texarkana Independent School District

The following consequences will be in effect for violation of the dress code:

Offense	Does Comply with Dress Code	Refuses to Comply with Dress Code
1st Offense	Verbal Warning	In-School Suspension: Remainder of Day
2nd Offense	1 Day Detention	Out of School Suspension: Remainder of Day
3rd Offense	3 Days Detention	Out of School Suspension: Remainder of Day and 3 Days ISS
4th Offense	3 Days In-School Suspension	Out of School Suspension: Remainder of Day and 5 Days ISS

At all levels of offense, written or verbal parental contact will be made.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct and the Texas High School Student Management Plan.

Electronic Devices and Technology Resources (All Grade Levels)

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

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

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

At the discretion of the classroom teacher, cell phones or other electronic devices may be used for instructional purposes that are aligned to the curriculum of the specified course. Students should follow the specific instructions of the classroom teacher and abide by all policies of the acceptable use policy of Texarkana ISD. Students who misuse their devices, including those worn as a watch, will be subject to disciplinary actions per the Student Code of Conduct and/or the Student Handbook.

Cell phones and smart watches are allowed during lunch and transition periods as long as the device is not used in a disruptive and abusive manner. Per the discretion of the administrative staff, this is a privilege that can be revoked. The student will be subject to disciplinary action if any electronic device is utilized without teacher consent during class time or as instructed by an administrator.

The following consequences will be in effect for the violation of the cell phone policy:

- **First Offense:** A fee of \$15.00 will be charged (per the Texas Education Code Chapter 37.082) and a parent or guardian of record will be allowed to receive the cell phone at the end of the school day.

Texarkana Independent School District

- **Second Offense:** A fee of \$15.00 will be charged and a parent or guardian of record will be allowed to receive the cell phone five days from the time it was in the possession of the front office.
- **Third Offense:** A fee of \$15.00 will be charged and a parent or guardian of record will be allowed to receive the cell phone at the end of the semester.

Note: Students refusing to turn in cell phones to the teacher, staff member, or administrator will be assigned 5 days ISS for the first offense and 10 days ISS for all following offenses per semester. Students will also be charged a \$15.00 fee regardless of refusal to turn in a cell phone, and their name will be placed on the delinquency list until the \$15.00 fee is paid in full.

All violations of the cell phone policy are on a semester basis. Parents or guardians of record will be required to sign for receipt of cell phones confiscated. Students who violate this policy will be subject to established disciplinary measures.

The following consequences will be in effect for violation of electronic devices other than cell phones:

- **First Offense:** Electronic devices will be confiscated and will be given to the principal for five days.
- **Second Offense:** Electronic devices will be confiscated and will be given to the principal for ten days.
- **Third Offense:** Electronic devices will be confiscated and will be given to the principal for the remainder of the semester.

All violations of the electronic device policy are on a semester basis.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

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

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

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

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this

Texarkana Independent School District

handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

To view the **Texarkana ISD Student Acceptable Use Policy** click [HERE](#).

Unacceptable and Inappropriate Use of Technology Resources

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

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

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

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

End-of-Course (EOC) Assessments

[See **Graduation** and **Standardized Testing**]

English Learners (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, **may** be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC)

Texarkana Independent School District

assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

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

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

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

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

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities and see **University Interscholastic League (UIL)**]

College Bound Student Athletes

In order to participate in Division I and II athletics on the collegiate level, students must register and be certified by the NCAA Initial-Eligibility Clearinghouse. Students are advised to check with their academic advisor to be certain they are satisfying the NCAA approved core course requirements.

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

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include but are not limited to Student Council, National Honor Society, Mu Alpha Theta Mathematics Honor Society, and International Thespian Society.

Texarkana Independent School District

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. Supply lists are available through the front office at each campus or the district website. A student may also be required to pay certain other costs, fees, or deposits, including:

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

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal or designee. [See policy FP for more information.]

UIL Extracurricular Athletics

A variety of sports activities are provided to nurture the physical well being of the community and to provide an opportunity for students to compete in sports in an educationally sound environment. The athletic program is administered in such a way that athletics remain in keeping with TISD's tradition of excellence in education. Texas High School offers each student

Texarkana Independent School District

the opportunity to participate in the following athletic activities: football, volleyball, basketball, baseball, track and field, soccer, swimming, diving, softball, powerlifting, tennis, cross country, and golf. If you have questions regarding the athletic program at Texas High School, contact Gerry Stanford, Athletic Director or Kyle Preston, Assistant Athletic Director at 903.793.7731.

UIL Extracurricular Academics

A variety of academic competitions are offered to extend knowledge and skills in academic areas. Texas High School offers each student the opportunity to participate in the following academic events.

Accounting

The contest focuses on elementary principles and practices of accounting for sole proprietorship, partnerships, and corporations, and includes bookkeeping terminology, the worksheet with adjustments, income statements, balance sheets, trial balance, account classification, journalizing, posting bank reconciliation, payroll, and other items related to the basic accounting cycle.

Calculator Applications

The 30 minute contest includes calculations involving addition, subtraction, multiplication, division, roots, powers, exponentiation, logarithms, trigonometric functions, inverse trigonometric functions, iterative solutions for transcendental equations, differential and integral calculus, elementary statistics, and matrix algebra.

Computer Applications

The contest focuses on word processing speed and accuracy, computer skills in database and spreadsheet, and integrations of applications. Skills tested include formatting copy, mail merge, headers/footers, editing, proofreading, spreadsheet, graphs/charts, and integration of all applications.

Computer Science

The computer science contest challenges students to gain an understanding of the significance of computers as well as the details of programming. Program is written using Java.

Current Issues and Events

The contest focuses on a basic knowledge of current state, national, and world events and issues. Current events are defined as those which have occurred during the current school year.

CX (Cross Examination) Debate

Cross Examination Debate trains students to analyze a program, conduct thorough and relevant research, and utilize principles of argumentation and advocacy in orally presenting the most effective case for or against a given proposition.

Informative Speaking

This speaking contest is an exercise in clear thinking and informing the public on the issues and concerns of the American people. The objective is to present information in an interesting way and an attempt should not be made to change the listener's mind beyond presenting the information.

Texarkana Independent School District

Journalism

The journalism program consists of four contests: news writing, feature writing, editorial writing, and headline writing. The tests stress critical reading, writing, and thinking skills that will be useful in college and beyond.

Lincoln-Douglas Debate

The Lincoln-Douglas debate provides excellent training for development of skills in argumentation, persuasion, research, and audience analysis. Lincoln-Douglas debate is a one-on-one argumentation in which debaters attempt to convince the judge of the acceptability of their side of a value proposition. One debater shall argue the affirmative side of the resolution, and one debater shall argue the negative side of the resolution in a given round.

Literary Criticism

The contest requires knowledge of literary history, critical terms and ability in literary criticism. Students are tested over material on the reading lists, required to select the best answers involving judgment in literary criticism, and analyze literary passages not on the reading list.

Mathematics

The 40 minute test will consist of 60 objective type questions designed to test knowledge and understanding in the areas of algebra I and II, geometry, trigonometry, math analysis, analytic geometry, pre-calculus, and elementary calculus. Questions will be multiple choice.

Number Sense

Number sense involved a 10 minute, 80 question mental math test covering all high school mathematics courses. Shortcuts need to be developed and practiced in order to complete and finish the test.

One-Act Play

The aim of the one-act play contest is to satisfy the competitive, artistic spirit with friendly rivalry among schools, emphasizing high quality performance in this creative art.

Persuasive Speaking

This contest trains students to analyze a current issue, determine a point of view, and organize and deliver extemporaneously a speech that seeks to persuade the listeners. The objective is to reinforce the views of listeners who already believe as the speaker does, but even more so, to bring those of neutral or opposing views around to the speaker's belief or proposed course of action.

Poetry Interpretation

The purpose of this contest is to encourage the student to understand, experience and share poetry through the art of oral interpretation. The goals of this contest are to encourage the contestant's exploration of a variety of literary selections and to enhance the performers' and audiences' appreciation of literature through the performer's oral interpretation of the work.

Prose Interpretation

This contest encourages the student to understand, experience, and share prose works through the art of oral interpretation. It encourages the contestant's exploration of a variety of literary

Texarkana Independent School District

selections and to enhance the performers' and audiences' appreciation of literature through the performer's oral interpretation of the work.

Ready Writing

In this contest, students write expository compositions. They are given a choice between two prompts, each an excerpt from literature, publications (past and present), or speeches.

Science

The purpose of the science contest is to challenge high school students to do a wide range of reading in biology, chemistry, and physics to gain an understanding of the significance of experiments rather than to recall obscure details, to be alert to new discoveries and information in the areas of science, to gain an understanding of the basic principles as well as knowledge of the history and philosophy of science.

Social Studies

The social studies contest consists of 45 objective questions and an essay. The reading selections will vary from year to year based upon the topic chosen by UIL in the spring. The primary reading selection is usually from a well known author with various websites and articles for additional research. The students will also need to be familiar with general knowledge of social studies concepts and terms.

Spelling and Vocabulary

The UIL spelling and vocabulary contest promotes precise and effective use of words. The three part contest consists of multiple choice questions of proofreading and vocabulary and words that are written from dictation.

Co-Curricular Activities

Band

Band is an organization for all Texas High School students who are proficient on any standard band instrument and/or have the approval of the director. Band members participate in school, community, district, regional, and state activities.

Cheerleading

Three groups of cheerleaders promote team spirit and lead support for athletic programs at Texas High School. Varsity cheerleaders promote spirit for the varsity football and basketball teams, junior varsity cheerleaders for junior varsity football and basketball teams, freshmen cheerleaders for freshmen football and basketball teams. Varsity, junior varsity, and freshmen cheerleader candidates try out before a panel of judges.

Highsteppers

The Texas Highsteppers is a drill team composed of students in grades 9-12 who are selected through a series of tryouts. To be eligible to try out, students must be enrolled in school, must be passing all classes, and must maintain satisfactory citizenship marks. Transfer students may contact the instructor and try out individually prior to the end of the school year to be eligible for next year's drill team. Tryouts are held in the spring to select members for the following school year. A grade average of 70 or better must be maintained in each class in order to be eligible for performances and after school practices.

Texarkana Independent School District

Tiger Times

The *Tiger Times* is a newspaper published by students enrolled in newspaper classes. It is provided at no cost to every student. School-sponsored newspapers are under the complete supervision of the teacher and the campus principal.

Tiger Vision

Tiger Vision gives students hands-on experience in radio and television production. Students enrolled in media technology classes are eligible. School sponsored programs are under the complete supervision of the teacher and campus principal.

Vocal Ensemble

Vocal Ensemble is a performance group of students enrolled in the course. Activities include participation in UIL competitions, Christmas concerts for civic groups, VIPS, etc.

Yearbook

The Texas High School yearbook, *The Tiger*, is a history of the school year written and photographed by the students who live it. Students enrolled in the yearbook will serve on *The Tiger* staff. School-sponsored yearbooks are under the complete supervision of the teacher and the campus principal.

Student Clubs and Organizations

Clubs and student organizations are a vital part of Texas High School, and students are encouraged to become involved. Educational statistics prove that students who are involved in clubs and extracurricular activities make better grades and are more likely to succeed in life after high school. Colleges and businesses closely examine the level of student involvement in clubs and organizations when determining admission, scholarships, or employment. The following clubs and organizations are available for Texas High School students.

Art Club

The THS Art Club is open to all students interested in expanding their knowledge and expression in the visual arts. Students are able to seek personal enrichment by working together in creating art and experiencing artwork in the museum setting. The club offers a scholarship for seniors who plan to further their career in the visual arts. Art Club members elect officers and meet monthly throughout the school year. Dues are assessed.

American Sign Language (ASL) Club

The focus of the American Sign Language club is to enhance students' knowledge through personal interaction, games, and complete immersion into the culture. Students will help increase awareness about deaf culture and their struggles around campus and in the community. ASL Club meets twice a month for at least an hour to allow ample time for handling club business and enjoyable open communication. Officers are elected through a silent ballot. Dues are assessed for ordering t-shirts, planning festivals, and creating pamphlets and posters in efforts to gain awareness, acceptance, and appreciation for a new culture. Students must be enrolled in ASL classes or have a true desire to learn and enjoy using a new language.

Texarkana Independent School District

ASL National Honor Society

The primary mission is to encourage and to recognize high academic achievement in ASL studies for high school students. Like honor societies for other languages, the ASLNHS seeks to enrich the overall learning experience of those studying ASL.

Athletic Training Student Organization

The purpose of this organization is to promote unity among students enrolled in the Sports Medicine classes and to further develop the athletic training, organizational and leadership skills, and teamwork skills of its members while promoting the athletic training profession through community service.

Business Professionals of America

Business professionals of America is the service and social club that provides students with career information and helps build better citizens. Membership is open to all current and former business education students.

Calculus Club

The Calculus Club is open to any student enrolled in Calculus AP. The club offers its members the opportunity to socialize with other students involved in the study of calculus. Through this socialization, members form study groups and learn to work as a team. The club sponsors “Pi Day” each spring to encourage the study of mathematics for all students at THS. No dues are required.

Chess Club

In a fun and challenging environment, the Chess Club offers students the opportunity to share, to learn, and to participate in unique strategies and lessons concerning the game of chess.

Computer Club

The Computer Club facilitates a fun and creative atmosphere in which students can obtain and share useful knowledge and skills regarding technology. Students will raise money for projects, lessons, and volunteer activities while having fun.

Debate Club

The Debate Club is a speech organization that encourages academic ability. Students learn the skills of researching, organizing, listening, speaking and planning. High ethical standards are expected as students represent Texas High School in UIL speech events such as policy debate, Lincoln-Douglas debate, persuasive and informative speaking. Debate Club is open to those enrolled in Debate I or those having completed Debate I. Dues are assessed on an annual basis.

DECA

DECA is a national association of marketing education program that allows teachers and members with educational and leadership development activities to merge with the education instructional program. DECA develops a respect for education, marketing, and distribution; encourages the use of high ethical standards in business; and allows practical application of marketing knowledge through competition and through social and professional student-centered events. DECA is available for all students that have taken any business class such as marketing, entrepreneurship, BCIS, and accounting. Several other business classes are

Texarkana Independent School District

available on campus to qualify. While DECA membership consists primarily of students in marketing programs, membership extends also to alumni and to professionals in marketing education and in marketing teacher education. DECA students get the chance to attend leadership conferences such as Maverick Day, Stars Day and District Leadership training. Competition begins each spring in Texarkana with all district winners advancing to State competition. State winners qualify not only for a letterman jacket, but the chance to compete at the International level. DECA can open students' eyes to the world of marketing. State and national dues are assessed.

Fashion Club

This student organization for young high school men and women promotes fashion, personal growth, and leadership development through family and consumer sciences education. Involvement in Fashion Club offers members the opportunity to expand their leadership potential and develop skills for goal setting, problem solving, decision making, and interpersonal communication. Projects include hosting fashion shows on campus and in the community.

Fellowship of Christian Students

The Fellowship of Christian Students is an interdenominational organization of students who enjoy and take part in the Texas High inter-school sports programs as participants or spectators. The purpose of the fellowship is to prepare students and teachers for challenges and adventures of active participation in school life through modeling for others. No local dues are assessed. Membership in the national organization is optional.

French Club

French Club gives students the opportunity to gain knowledge and understanding of French culture. Students will seek personal enrichment by participating in activities related to French culture and will become lifelong learners by sharing these experiences with family and community.

The National FFA Organization

FFA is not a "club." It is one of three integral components of an agricultural education program: classroom instruction, supervised agricultural experience and life skills. THS students who are enrolled in at least one of many agricultural education classes are eligible for membership in this national organization. The National FFA organization and the Texas High School FFA Chapter is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization. "Learning to Do, Doing to Learn, Earning to Live, Living to Serve." Come join us! We look forward to serving with you.

Graphic Arts Club

This club provides a venue for students to share and to gain knowledge of the use of graphic arts in today's society.

Green Team

The Green Team is the first ecology organization of THS. Officers are selected each spring who will lead the members in environmental networking with the city of Texarkana, Texas-Waste

Texarkana Independent School District

Management. Students also will develop educational displays and presentations as they assist the THS Student Council during Heart Week.

Health Occupations Students of America

The purpose of the HOSA organization is to develop leadership and technical HOSA skill competencies through a program of motivation, awareness, and recognition, which are integral parts of the Health Science Education instructional program.

History Club

In this student-centered club, members involve themselves in history related projects throughout the year, including C-SPAN's Student-cam competition, National History Day, Black History Month, Constitution Day, and President's Day. Additionally, the club promotes historical awareness on campus and in the community.

Horticulture Club

In this club, students will gain an appreciation of all horticulture fields while sharing the importance of horticulture in today's world with fellow students and the community and will integrate learning for the benefit of the district.

International Thespian Society

The purpose of the International Thespian Society is to honor student achievement and excellence in the field of drama. The organization also serves as a yardstick by which students can measure their achievements and as a catalyst to inspire dedication to the art and craft of theatre.

Key Club

The Key Club is the oldest and largest service program for high school students. What makes Key Club so successful is the fact that it is a student-led organization that teaches leadership through serving others. Members of the Kiwanis International family, Key Club members build themselves as they build their schools and communities. Any student in grades 9-12 is eligible for membership. Key Club International is an organization of individual Key Clubs and is funded by nominal dues paid by every member. The Key Club motto is "Caring – Our Way of Life."

Mu Alpha Theta

This student-centered club actively promotes the learning of mathematics through technology-driven, interactive, hands-on activities using Geometer's Sketchpad software, SimCity 4 interactive gaming software, and calculator applications.

Music Inspires Character

MIC Club motivates students towards leadership and overall academic success through perfecting the craft of hip hop in various aspects including but not limited to production, composition, promotion, performance, freestyling, dance, and stepping.

National Honor Society

The B. B. Lawson Chapter of the National Honor Society was founded with the purpose of recognizing and encouraging academic achievement. This service organization helps in the development of other characteristics essential to citizens in a democracy. These characteristics include service, leadership, and character. The purpose of the organization is to create

Texarkana Independent School District

enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in individuals. The election and induction into membership is set by the local chapter's constitution according to the national division of the National Honor Society. All current tenth, eleventh, and twelfth grade students who have maintained at least a 90% unweighted cumulative GPA are eligible for consideration into membership. Elections and formal induction ceremonies are conducted in the spring.

Nursing Club

The goals of this club are to promote health awareness on campus and in the community by providing health-related activities, to encourage collaboration and professional development among nursing students, and to provide opportunities for students to participate in the planning of campus-wide activities and events that will prepare students to meet the challenges of our global community.

Outdoor Adventure Club

The Outdoor Adventure Club [ODAC] exists to unite a common bond among students interested in outdoor activities. ODAC provides opportunities for students to develop outdoor skills through educational, social and recreational activities. ODAC fosters a respect for the outdoors while promoting high standards of outdoor skills and outdoor safety. Membership is open to all students at Texas High School. Membership dues are assessed.

Performing Arts/PALS

Interact/PALS strives to maintain a strong emphasis on promoting high ethical standards among its members and on working through the community for unity and understanding through music. Participants provide concerts for members of the local community who are in retirement and assisted living communities.

Philosophy Club

This organization helps members nurture their ability in the "fourth R," the ability to reason in breathtakingly imaginative and constructive ways. As a result, students are more highly motivated to develop their abilities in all classes.

Physics Club

This club is designed particularly for students interested in physics and related sciences. The purpose of the club is to encourage a broad knowledge of physics and an understanding of the field of physics. Meetings are held once a month and include speakers, movies, and tours of related research centers.

Psychology Club

The purpose of the THS Psychology Club is to provide a forum for the advancement of psychology, to provide an opportunity for constructive social gathering, and to provide information regarding careers in the field of psychology. The club will host guest speakers, promote "Brain Awareness Week," and will sponsor special events supporting psychology education. The Psychology Club is open to any student interested in Psychology.

Quill and Scroll

Quill and Scroll International Honorary Society for High School Journalists is an organization for high school journalists organized for the purpose of encouraging and recognizing achievement

Texarkana Independent School District

in journalism and scholastic publications. Membership is available to juniors and seniors who have achieved superior work in journalism or student publications.

Revolutionary Prayer Movement

This is a prayer club designed to pray for the needs of our school, our city, and our nation. We pledge to have a positive impact on our school. Our goal is to be an example, and uphold a moral standard to the students around us. We are praying for a revolution at Texas High.

Risk Club

The Risk Club is an organization that allows students to enhance their World Geography knowledge, develop their math skills, build teamwork, enhance their communication skills, adapt to changing circumstances, and problem solving. Any student enrolled at Texas High School is eligible if they maintain school discipline and academic standards.

Rosebud Junior Garden Club

Rosebuds is an organization sponsored by the Rose Garden Club and is affiliated with the Texas and National Councils of Garden Clubs. Membership applications may be obtained during the annual club membership drive sponsored early in the fall by the student council. New memberships are open to students in Grade 10 and to transfer students in Grades 11 and 12. Memberships are for three years or until graduation. Membership requirements are a grade average of 90 or above and an agreement to participate in the club projects. Club projects include weekly flower arrangements for the school office, posters promoting projects, a Christmas tea honoring teachers, plants for the school and community in observance of Arbor Day, community-wide flower show arrangements, and Christmas gifts for needy children. Membership dues are assessed.

Students Against Destructive Decisions (SADD)

SADD is a peer leadership organization dedicated to preventing destructive decisions, particularly underage drinking, drug use, impaired driving, teen violence, teen depression, and suicide. This group is open to all students and is instrumental when the high school observes special events such as Red Ribbon Week, the Great American SmokeOut, and Kick Butts Day. Additionally, the group participates in service projects to benefit the school and community. Activities to promote healthy lifestyle choices are ongoing.

Science Club

The High School Science Club has as its primary goal of fostering an appreciation for science and technology among young students.

Senior Bums

Any senior may join the "Bums" by purchasing a t-shirt. The "Bums" sponsor the annual Bacon Fry on Friday morning of the Texas/Arkansas game. They also have a designated place to sit at pep rallies and lead the senior yell.

Spanish Club

The Spanish Club gives students the opportunity to gain knowledge and understanding of Spanish culture by participating in cultural activities and by sharing their experiences with family and community. Students will develop insight into the nature of Spanish culture and language and will compare these to their own culture. The Spanish Club will meet six times during the

Texarkana Independent School District

school year, and membership is open to all THS students. Dues for the club will be assessed. Officers will be appointed from students in upper level Spanish courses.

Statistics Club

Statistics Club is open for any juniors or seniors currently enrolled in AP Statistics. The purpose of this organization is to provide students the opportunity to meet and to promote further interest in the study of statistics and how it affects daily life. Helping all Texas High students understand the importance and implications of statistical procedures and applications is the primary focus of the organization.

Tabletop Gaming Club

The purpose of this club is to share the love of all tabletop games while learning the background and history of a new game each month. In the bi-monthly meetings, students will develop teamwork skills and character.

T-BOTS

The T-Bots organization allows students to participate in FIRST Robotics events and competitions that give students the opportunity to improve their robotic skills, knowledge, and experience.

Teen Book Club

In this student-centered club, members select a book for the month and then get together to discuss it. When students read something they enjoy, they want to talk about it! Members also have the opportunity to write book reviews for the school paper or to do community service to help promote literacy. Ultimately, the intention is to gather a group of people who love reading and have a passion for sharing that same gift with others.

Texas Association of Future Educators (TAFE)

TAFE is a statewide organization that offers high school students the opportunity to explore the teaching profession. We hold meetings, participate in fundraisers, and support volunteer efforts in our community. At the state level, students can participate in workshops, contests, scholarships programs and summer camps. The club is open to all grade levels and students are encouraged to enroll in Ready, Set, Teach during their junior and senior years.

THS Student Council

The Texas High Student Council is a hard working organization devoted to school spirit, community volunteer activities and student leadership. Any student with a 70 average in all classes may work-on to the council the first six weeks of school by fulfilling three projects. A student may choose to become a candidate to serve as a class officer or class representative during a school wide election each spring. THS Student Council is a yearly sweepstakes winner at the district and state levels.

The council is divided into three state approved committee groups.

- The DASH (Drug, Alcohol, Safety, and Health) committee conducts several blood drives and promotes education on related issues. DASH is actively involved with Race for the Cure and Bringing Hope Home.

Texarkana Independent School District

- The Energy and Environment Committee promotes conservation through paper recycling and education on energy conservation ideas.
- The Pride and Patriotism committee promotes school spirit by sponsoring STUCO Night at various sporting events and patriotism through THS Remembers.

Texas High Student Council has logged over 10,000 volunteer hours each year for the past three years.

THS Student Council Objectives

- To promote student activity
- To promote unity within THS
- To develop student leaders
- To develop educated responsible citizens

The Tiger

The Tiger is a state and national award-winning yearbook produced by the students at Texas High School. Students may apply to be on staff during the spring of their freshman, sophomore, or junior years. As staff members, students learn design, photography, typography and writing techniques. Advanced yearbook students may also apply for leadership roles as editors.

Tiger Photo Club

This association of student photographers at Texas High School raises funds for photography related education opportunities for students in the Commercial Photography and Photojournalism classes at Texas High School. Eligible students must be enrolled in Commercial Photography I, Commercial Photography II, or Photojournalism. Students not enrolled in one of these classes may be accepted with sponsor approval.

Tiger Theatre Company

The Tiger Theatre is an organization that aims to establish and advance standards of excellence in theatre arts. TTC is focused on student achievement in theatre arts, support of theatrical opportunities in the community, and becoming effective audience members. Students are given the opportunity to participate in school and community theatrical events while also learning theatre games, acting techniques, and team building. Membership is open to the entire student body.

The Tiger Times

Texas High School's student newspaper, *The Tiger Times*, focuses on covering issues and events as they relate to the student body and community. Students may apply to be on staff during the spring of their freshman, sophomore, or junior years. Student reporters learn advanced writing skills in news, feature, headline, and editorial writing. Other topics include design and photography. Advanced newspaper students may also apply for leadership roles as editors.

UIL Academics

The University Interscholastic League offers the most comprehensive literary and academic competitive program in the nation. UIL Academics exists to complement the academic curriculum and is designed to motivate students as they acquire higher levels of knowledge, to

Texarkana Independent School District

challenge students to confront issues of importance, and to provide students with the opportunity to demonstrate mastery of specific skills. Participation teaches that it is a privilege and an honor to represent one's school. Self-motivation and intellectual curiosity are essential to the best academic participants. Leadership and citizenship experiences through inter school activities help prepare students for a more useful and wholesome life. And it's fun!!

Academic contests offered on the high school level include: Accounting, Calculator Applications, Computer Applications, Computer Science, Current Events and Issues, CX Debate, Informative Speaking, Journalism, Lincoln-Douglas Debate, Literary Criticism, Mathematics, Number Sense, One Act Play, Persuasive Speaking, Poetry Interpretation, Prose Interpretation, Ready Writing, Science, Social Studies, Spelling and Vocabulary.

VAC Club

The vocational adjustment class is an instructional arrangement/setting that provides special education and related services through work-based learning activities and experiences. Instruction is designed to allow students to develop the competencies and skills necessary to function successfully on the job and in the community.

Woodshop Club

This club encourages students to enhance their abilities in the art of wood design. This fosters a positive experience in which students work individually or as a group to further their skill set.

Young Democrats

In this student-centered club, members involve themselves in Democratic Party politically-related projects throughout the year. Additionally, the club promotes political awareness on the campus and in the community.

Young Republicans

In this student-centered club, members involve themselves in Republican Party politically-related projects throughout the year. Additionally, the club promotes political awareness on the campus and in the community.

Texas High Lettering Policy

Students who participate in the organizations listed will be awarded a letter jacket with the Texas High "T," once the requirements have been met.

- All letter jackets will be paid by the first organization in which the lettering occurred.
- All students who earn a patch will be responsible for payment of patches.

Art

A student will receive a letter if the student receives a 4 at the local Visual Arts Scholastic Event, a 4 at the regional Visual Arts Scholastic Event, and is chosen to represent our region at the state Visual Arts Scholastic Event.

Athletics

A student will receive a letter if the student plays at any point in a varsity event.

Texarkana Independent School District

Band

A student will receive a letter if the student is an incoming Band Senior who has been a member of the Texas High Band for at least one year prior to the senior year. In addition, any student receiving a first division rating on a Class 1 Color or Ensemble will receive a letter.

Cheerleading

To receive a letter and jacket, students must participate as a varsity cheerleader.

Choir

To receive a letter, a student must be a senior choir student who has been in Vocal Ensemble/Show Choir for at least three years. (One of those years may have been in a beginning choir class.) Other requirements are participation in Solo/Ensemble Contest and attendance at all performances each year

DECA

To receive a letter, the student must achieve one of the following:

- Participate in a DECA event for two years,
- Attend the district competition for two years,
- Participate in a minimum of three practice tournaments each of those two years, or
- Place in the district meet, as well as advance and participate in the regional or state level of the event.

Drill Team

To receive a letter and jacket, students must have participated for two full years prior to their senior year. Only incoming seniors will be awarded a letter and jacket.

Journalism/Photography

To receive a letter, a student must achieve one of the following:

- Earn an individual achievement award in a national competition,
- Win a Tops in Texas from the Interscholastic League Press Conference,
- Named an Image maker from the Association of Texas Photography Instructors,
- Complete a year of photography with 30 or more outside assignments in a year, or
- Complete two years in student media and reach the advanced level of editor or editor in chief.

Student Council/Leadership

To receive a letter, a student must be in leadership for at least one year and Student Council for at least two years. Students must have attended a state or national leadership workshop approved by the advisor and must have at least 200 hours of volunteer work.

Texarkana Independent School District

Theatre

Letters are given to senior level students who have successfully completed two years of coursework in theatre or technical theatre and have participated in a minimum of six theatre events at Texas High School (plays, musical, OAP, events, etc.).

UIL Academics

To receive a letter the student must achieve one of the following:

- Participate in an academic event for two years, attend the district competition for two years, and participate in a minimum of 3 practice tournaments each of those two years, OR
- Place in the district meet, advance and participate in the regional or state level of the event.

Student Dances

Texas High School students are admitted to dances with a ticket and current THS Student ID. A student will not be eligible to attend Texas High dances OR PROM under the following conditions.

Action	Consequence
1. The student has more than 5 make up hours for the semester.	Loss of dance privileges for the semester.
2. The student has 7 or more tardies for the semester.	Loss of dance privileges for the semester.
3. The student has been assigned to Step 4 or higher of the Student Management Plan at any time during the semester.	Loss of dance privileges for the semester.
4. The student has been assigned to DAEP.	Loss of dance privileges for the year.
5. The student is removed from the dance for dancing inappropriately by using vulgar movements.	Loss of dance privileges for that dance. No refunds are issued.
6. The student is denied credit due to attendance from the fall semester.	Loss of dance privileges for the spring semester.
7. The student has violated the Student Code of Conduct.	Loss of dance privileges will be based on the severity of the violation.
8. The student has outstanding delinquencies or fines, such as parking tickets, unpaid textbooks, library fines, etc.	Loss of dance privileges for the semester.
9. Seniors who have been assigned to Step 6 or higher for the second semester.	Loss of prom attendance privilege.

Texarkana Independent School District

Campus administration will contact each student prior to the dance to inform them of tardies and loss of dance privileges. Students who have lost dance privileges will have their ID number posted outside of the cafeteria prior to the dance. It is the student's responsibility to check with his/her grade-level principal prior to the dance if there are questions regarding dance eligibility.

Students may bring a date that is not a Texas High School student, but the guest must meet the following criteria:

- Must be 19 years of age or younger
- Must be currently enrolled in school
- Must have no criminal history
- Must have no serious discipline infractions at current school (Step 4 or higher of the THS Student Management Plan)
- Must not have been assigned to DAEP at any time during the school year at any school or district.
- Must have a picture ID
- Must complete a guest form and be submitted at least two weeks prior to the date of the dance.

No refunds for any school dances will be issued.

20 Minute Rule

Students are encouraged to attend extracurricular activities and co-curricular events. However, any student who attends a campus event must secure transportation within 20 minutes of the conclusion of the event. Students who fail to meet this criterion will lose privileges to attend for the remainder of the semester.

Prom

The prom is a special event for seniors at Texas High School. Therefore, the following conditions must be adhered to by senior students to be eligible to attend:

- The student must have no more than 25 makeup hours.
- The student must not have been assigned to DAEP during the school year.
- The student must not have been removed from previous school dances or functions for dancing inappropriately by using vulgar dance moves.
- The student must not have been assigned to Step 6 or higher for the second semester.

Fundraising (All Grade Levels)

Only school-sponsored, principal approved fundraising may take place on the campus. Tickets or articles of any kind are not to be sold on school property by students or outside organizations except by special permission. Students who fail to adhere to the fundraising guidelines will be subject to disciplinary actions in accordance with the Student Management Plan.

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies

Texarkana Independent School District

FJ(LOCAL), FJ(REGULATION), FJ(EXHIBITS A,B,C), and GE for complete information related to fundraising.]

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

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

Grade-Level Classification (Grades 9–12 Only)

On the Texas High School campus, changes in grade level classification will be made prior to the beginning of the fall semester. On the OPTIONS campus, changes in grade level classification will be made on October 1, February 1, and May 1. Students will be classified according to the following criteria.

Classification	Grade	Criteria
Sophomore	10	6-11.5 credits earned and entering second year in an accredited high school
Junior	11	12-17.5 credits earned and entering third year in an accredited high school
Senior	12	18 or above credits earned, entering at least third year in an accredited high school, and declaring intent to graduate during the current school year

Students transferring into the district will be classified according to the documented number of credits earned by the date of transfer and by the number of years in attendance in an accredited high school as listed above. If an official transcript is not available by the date of enrollment, a transfer student will be enrolled as a freshman and will be placed in freshman level classes pending receipt of the official transcript.

Promotion standards, as established by the Individual Education Plan (IEP), or grade level classification of students eligible for special education shall be determined by the Admission Review and Dismissal (ARD) committee.

Grading Guidelines (All Grade Levels)

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

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);

Texarkana Independent School District

- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

Pre-Kindergarten Grading Information

A developmental report shall be used to indicate progress at pre-kindergarten levels. The reports reflect the Texas Pre-Kindergarten Guidelines for this grade level. Documentation of observable skills shall be kept in the grade book.

Pre-Kindergarten parents shall receive a progress report each six weeks, either in the form of a parent conference or a written report card. Parent conferences shall be scheduled for parents of pre-kindergarten students at the end of the first and fourth six weeks grading periods. Written report cards shall be issued at the end of the second, third, fourth, fifth, and sixth six weeks grading periods. The following marking system shall be used.

Subject	Marking System: Pre-Kindergarten
Early Literacy Mathematics Science Social Studies	M = Mastery D = Developing L = Lacking
Fine Arts Physical Education Social Development/Work Habits	E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory

Make-Up Work

Students will make up assignments and performance assessments after absences, including absences as a result of suspension. Students will have one day plus the number of days absent to make up work following the student's return to school. Students will receive a zero for any assignment or test not made up within the allotted time period.

Students with Disabilities

Decisions regarding grading procedures for a student with a disability who is receiving services under IDEA or Section 504 may be made by the Individual Education Program (IEP) Team. The IEP Team will ensure that annual goals and instructional objectives of the students Individualized Education Program (IEP) are met. The classroom teacher will ensure the success of the student through implementation of the specified modifications. If the student does not demonstrate success, it is the responsibility of the classroom teacher to document implementation of the modifications and to initiate the IEP meeting.

Student Retention at Parent Request

A parent may request in writing that a student repeat Pre-Kindergarten. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Texarkana Independent School District

Kindergarten Grading Information

In kindergarten, student progress is reported using a developmental continuum representing the knowledge and skills appropriate for the grade level of the student according to the Texas Essential Knowledge and Skills (TEKS). In the areas of language arts, reading, mathematics, science, and social studies, teachers shall track student performance and progress through the use of 5-point scales, rubrics, checklists, student/teacher conferences, and many other means for demonstration of student progress toward mastery of the standards. Documentation of skills progressions will be kept in an individual student portfolio.

In fine arts, teachers shall evaluate at least one performance and/or product during each six weeks period in which the students participate in the class. Students may be evaluated in a variety of areas, including visual arts, music, theater arts or dance. The students shall be evaluated based on the completion of the components leading to the performance/product. The expectations of the students is to perform satisfactorily. Those exceeding or falling short of the normal expectation may be noted on the report card.

Progress Reports

Kindergarten parents shall receive a progress report each six weeks, either in the form of a parent conference or as a written report card. Parent conferences shall be scheduled for parents of kindergarten students at the end of the first six weeks grading period. Written report cards shall be issued at the end of the second, third, fourth, fifth, and sixth six weeks grading periods.

Six Weeks Progress and Report Card

The Kindergarten Report Card is a standards-based continuum, meaning that progress is reported on the knowledge and skills the student is expected to master at the kindergarten level. The continuum is based on the Texas Essential Knowledge and Skills (TEKS) and ranges from Performance Level 0 to Performance Level 4 for core content areas: English language arts, reading, mathematics, science, and social studies.

- Performance Level 0: Student does not attempt tasks.
- Performance Level 1: Student meets few requirements for skills, demonstrates little knowledge and understanding.
- Performance Level 2: Student meets some requirements for skills, demonstrates some knowledge and understanding.
- Performance Level 3: Student regularly meets requirements for proficient skills, demonstrates acceptable level of knowledge and understanding.
- Performance Level 4: Student exceeds requirements for proficient skills, demonstrates solid level of knowledge and understanding.

It is important to note that for each indicator on the report card, it is the Performance Level 3 that is the goal and indicates “end-of-year” mastery for that concept or skill.

Performance Indicator Descriptions

Each indicator on the report card is fully defined in a document titled Performance Indicator Descriptions. For every indicator, there may be three to ten bulleted statements that describe what students need to know and be able to do.

Texarkana Independent School District

The Kindergarten Report Card will also include performance indicators for physical education, fine arts, citizenship and work habits. These are evaluated with the following indicators:

E = Excellent

S = Satisfactory

N = Needs Improvement

In addition to the six week report card, parents of students with disabilities will receive a report detailing the following:

- The student's progress toward annual goals specified in the Individualized Education Program (IEP).
- The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
- The student's progress toward goals specified in the Behavior Intervention Plan for citizenship and work habits.

The campus principal will designate the personnel responsible for these reports.

Promotion Standards

In order to be promoted to the next grade, the student's final column on the report card shall reflect the following:

1. No more than four standards marked below a Level 3 in reading.
2. No more than two standards marked below a Level 3 in English language arts.
3. No more than four standards marked below a Level 3 in mathematics.

Make-Up Work

Students will make up assignments and performance assessments after absences, including absences as a result of suspension. Students will have one day plus the number of days absent to make up work following the student's return to school. Students will receive a zero for any assignment or test not made up within the allotted time period.

Students with Disabilities

Decisions regarding grading procedures for a student with a disability who is receiving services under IDEA or Section 504 may be made by the Individual Education Program (IEP) Team. The IEP Team will ensure that annual goals and instructional objectives of the students Individualized Education Program (IEP) are met. The classroom teacher will ensure the success of the student through implementation of the specified modifications. If the student does not demonstrate success, it is the responsibility of the classroom teacher to document implementation of the modifications and to initiate the IEP meeting.

Resource Materials

In the event that Texarkana ISD is unable to provide appropriate resources (i.e., textbooks, graphing calculators, etc.) the student shall not suffer an academic penalty.

Texarkana Independent School District

Student Retention at Parent Request

A parent may request in writing that a student repeat Kindergarten. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Grades 1-5 Grading Information

In grades 1-5, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). In the areas of language arts/reading, mathematics, science/health, and social studies, teachers shall record in the grade book a minimum of one to two grades per week per subject. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A six weeks grade that is determined from only one student product is not acceptable.

In fine arts, teachers shall evaluate at least one performance and/or product during each six weeks period in which the students participate in the class. Students may be evaluated in a variety of areas, including visual arts, music, theater arts or dance. The students shall be evaluated based on the completion of the components leading to the performance/product. The expectations of the students is to perform satisfactorily. Those exceeding or falling short of the normal expectation may be noted on the report card.

Language arts includes written and oral communication, the writing process, and spelling. Science and health shall be combined.

Progress Reports

In the areas of language arts, reading, mathematics, science, and social studies, a written progress report shall be sent at least once during the grading period to parents of students with an average grade of less than 75 percent. Parents shall also receive written notification if the professional educator notes a substantial change in a student's performance at any point during the six week period.

Six Weeks Averages and Report Cards

Students shall receive numerical scores in language arts, reading, mathematics, science, and social studies. Letter grades shall be used in fine arts and physical education. The following marking system shall be used on the students' work, in the grade book, and on the report card.

Subject	Marking System: Grades 1-5
Language Arts Reading Mathematics Science Social Studies	A = 90-100 B = 80-89 C = 70-79 Failure = 0-69
Fine Arts Physical Education	E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory

Texarkana Independent School District

Social Development/ Work Habits	E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory G = Satisfactory/BIP* H = Needs Progress/BIP* <i>*These symbols will be used for students with disabilities working under Behavior Intervention Plans.</i>
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In addition to the six week report card, parents of students with disabilities will receive a report detailing the following:

- The student's progress toward annual goals specified in the Individualized Education Program (IEP).
- The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
- The student's progress toward goals specified in the Behavior Intervention Plan for citizenship and work habits.

The campus principal will designate the personnel responsible for these reports.

Semester and Yearly Averages

Yearly averages shall be computed in the areas of language arts, reading, mathematics, science/health, and social studies. The yearly average shall be computed as follows:

Grading Period	Portion of Yearly Average
First Six Weeks	$\frac{1}{3}$ of First Semester Average
Second Six Weeks	$\frac{1}{3}$ of First Semester Average
Third Six Weeks	$\frac{1}{3}$ of First Semester Average
First Semester	$\frac{1}{2}$ of Yearly Average
Fourth Six Weeks	$\frac{1}{3}$ of Second Semester Average
Fifth Six Weeks	$\frac{1}{3}$ of Second Semester Average
Sixth Six Weeks	$\frac{1}{3}$ of Second Semester Average
Second Semester	$\frac{1}{2}$ of Yearly Average
YEARLY AVERAGE	Average of 1st and 2nd Semester Grades

Texarkana Independent School District

Promotion Standards: Grade Requirements

In order to be promoted to the next grade level, students must demonstrate the proficiencies listed below:

1. An overall average of 70 or above, computed by averaging yearly grades for language arts, reading, mathematics, science, and social studies.
2. A yearly average of 70 or above in mathematics.
3. A yearly average of 70 or above in reading.
4. A yearly average of 70 or above in language arts.

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendations,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

Redo a Class Assignment or Test

Students shall be allowed a reasonable opportunity to redo an assignment or retake a test according to the following criteria as required under policy EIA(LEGAL) and EIA(LOCAL):

- The student earned a failing grade on an assignment or test.
- The student shall be permitted one opportunity to redo an assignment or test if the assignment or test is eligible for redo.
- The student shall be permitted to redo one assignment or test in each subject during a six week period.
- Six week curriculum-based assessments are not eligible for redo.
- A redo will not be permitted the last week of the grading period.
- The student may be required to complete an alternative assignment for the redo opportunity.
- The recorded grade will be an average of the two grades unless the average exceeds 70%. The new grade will not exceed 70%. (For example: A student earned a 65% on the first attempt, and the student earned a 95% on the redo. The average is 80%. The recorded grade will be 70%.)
- Campuses may determine additional and more specific criteria.

Make-Up Work

Students will make up assignments and performance assessments after absences, including absences as a result of suspension. Students will have one day plus the number of days absent to make up work following the student's return to school. Students will receive a zero for any assignment or test not made up within the allotted time period.

Texarkana Independent School District

Classwork/Homework for Students in the Gifted/Talented Academy

Students shall not be required to complete every classwork or homework assignment for the home base classroom. Instead, students should be asked to complete only the portion of the assigned work that is necessary to ensure that they have mastered the knowledge and skills required for their classes. Teachers either should furnish assignments to students the day prior to the GT Academy or should allow extra time for completion of assignments after returning to the home based classroom. When making assignments or setting timelines for completion of work, teachers should consider the time required for students to complete classwork/homework for all subjects and the time required for GT Academy projects.

Students with Disabilities

Decisions regarding grading procedures for a student with a disability who is receiving services under IDEA or Section 504 may be made by the Individual Education Program (IEP) Team. The IEP Team will ensure that annual goals and instructional objectives of the students Individualized Education Program (IEP) are met. The classroom teacher will ensure the success of the student through implementation of the specified modifications. If the student does not demonstrate success, it is the responsibility of the classroom teacher to document implementation of the modifications and to initiate the IEP meeting.

Resource Materials

In the event that Texarkana ISD is unable to provide appropriate resources (i.e., textbooks, graphing calculators, etc.) the student shall not suffer an academic penalty.

Student Retention at Parent Request: Elementary Grade Levels 1-5

For the 2022-23 school year, a parent may request in writing that a student repeat grade 1, 2, 3, 4, or 5 that the student was enrolled in during the 2021-22 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Grades 6-8 Grading Information

In grades 6-8, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). Teachers in every subject area shall record a minimum of six individual daily grades and two test grades per grading period. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A six weeks grade that is determined from only one student product is not acceptable.

Progress Reports

A written progress report shall be sent at least once during the grading period to parents of all students. Parents shall also receive notification if the professional educator notes a substantial change in a student's performance at any point during the six week period.

Six Weeks Averages and Report Cards

Students shall receive numerical scores in all subjects. The six weeks average will be computed by using one of the following formulas:

Texarkana Independent School District

Formula I	Formula II
50% Daily Average	75% Daily Average
50% Test Average and/or Major Projects	25% Test Average and/or Major Projects
<i>Courses in English language arts, mathematics, science, social studies, LOTE, fine arts, technology, and special education collaborative classes.</i>	<i>Courses in athletics, physical education, cheerleading, band, and special education specialized classes.</i>

The following marking system shall be used on the students' work, in the grade book, and on the report card.

Subject	Marking System: Grades 1-5
Language Arts/Reading Mathematics Science Social Studies All Elective Courses	A = 90-100 B = 80-89 C = 70-79 Failure = 0-69
Social Development/ Work Habits	E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory G = Satisfactory/BIP* H = Needs Progress/BIP* <i>*These symbols will be used for students with disabilities working under Behavior Intervention Plans.</i>

In addition to the six week report card, parents of students with disabilities will receive a report detailing the following:

- The student's progress toward annual goals specified in the Individualized Education Program (IEP).
- The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
- The student's progress toward goals specified in the Behavior Intervention Plan for citizenship and work habits.

The campus principal will designate the personnel responsible for these reports.

Texarkana Independent School District

Semester and Yearly Averages

The semester and yearly averages will be computed follows:

Courses Taken for Middle School Credit		Courses Taken for High School Credit	
Grading Period	Portion of Yearly Average	Grading Period	Portion of Yearly Average
First Six Weeks	2/7 of First Semester Average	First Six Weeks	2/7 of First Semester Average
Second Six Weeks	2/7 of First Semester Average	Second Six Weeks	2/7 of First Semester Average
Third Six Weeks	2/7 of First Semester Average	Third Six Weeks	2/7 of First Semester Average
First Sem. Exam	1/7 of First Semester Average	First Sem. Exam	1/7 of First Semester Average
Fourth Six Weeks	2/7 of Second Sem. Average	Fourth Six Weeks	2/7 of Second Sem. Average
Fifth Six Weeks	2/7 of Second Sem. Average	Fifth Six Weeks	2/7 of Second Sem. Average
Sixth Six Weeks	2/7 of Second Sem. Average	Sixth Six Weeks	2/7 of Second Sem. Average
2nd Sem. Exam	1/7 of Second Sem. Average	2nd Sem. Exam	1/7 of Second Sem. Average
First Semester	½ of Yearly Average	No Yearly Average	See Credit Requirement Below
Second Semester	½ of Yearly Average	N/A	N/A

Note: A yearly grade will not be given in one semester courses.

Awarding Credit

When a student earns a passing grade in only one semester of a two-semester course and the combined (average) grade for the two semesters is at least a 70 on a scale of 100, the district shall award credit for the course. However, the student must have earned at least a 60 in order for the district to average the semester grades. The district shall also not average the semester grades when a student fails to earn credit due to excessive absences. [see policy FEC]

If the combined grade for the two semesters is lower than 70, when the student's grade for a semester is lower than 60, or when the student has failed to earn credit due to excessive absences, the district shall award the student credit for the semester with the passing grade as long as the student has also met the attendance requirements. The student shall be required to retake only the semester in which he/she earned the failing grade or failed to earn credit.

Credit Earned for High School Level Courses

Credit for all high school level courses will be awarded by semester. To receive credit for a course, a student must maintain a 70% or above for the semester. Note: High school credit earned at the middle school level is unweighted and does not count toward high school class ranking or GPA.

Course Changes and Grading

If a student transfers from an advanced level (pre-advanced placement, accelerated mathematics, etc.) to a regular level course during the semester, the grades earned by the student in the advanced course will be transferred to the regular level course.

Texarkana Independent School District

If a student transfers from a regular level course to an advanced level course, the student will make up the advanced level work that was missed prior to the transfer. Students will be required to complete missed assignments that cover important concepts necessary for second semester understanding. Transfers from a regular level course to an advanced level course can only occur at the end of the semester and will not be allowed after the first week of the semester that classes have begun.

Promotion Standards: Grade Requirements

In order to be promoted to the next grade level, students must demonstrate the proficiencies listed below:

1. An overall average of 70 or above, computed by averaging yearly grades for language arts, mathematics, science, and social studies.
2. A yearly average of 70 or above in mathematics.
3. A yearly average of 70 or above in language arts.

Redo a Class Assignment or Test

Students shall be allowed a reasonable opportunity to redo an assignment or retake a test according to the following criteria as required under policy EIA(LEGAL) and EIA(LOCAL):

- The student earned a failing grade on an assignment or test.
- The student shall be permitted one opportunity to redo an assignment or test if the assignment or test is eligible for redo.
- The student shall be permitted to redo one assignment or test in each subject during a six week period.
- Unit assessments or other curriculum based assessments are not eligible for redo.
- A redo will not be permitted the last week of the grading period.
- The student may be required to complete an alternative assignment for the redo opportunity.
- The recorded grade will be an average of the two grades unless the average exceeds 70%. The new grade will not exceed 70%. (For example: A student earned a 65% on the first attempt, and the student earned a 95% on the redo. The average is 80%. The recorded grade will be 70%.)
- Campuses may determine additional and more specific criteria.

Make-Up Work

Students will make up assignments and performance assessments after absences, including absences as a result of suspension. Students will have one day plus the number of days absent to make up work following the student's return to school. Students will receive a zero for any assignment or test not made up within the allotted time period. It is the student's responsibility to communicate with the teacher regarding all make-up work.

Late Work: Regular Courses Only

- One class day late = Max 80%
- Two class days late = Max 70%

Texarkana Independent School District

- Three or more class days late = Max 50%
- End of grading period = 0 for all unsubmitted work

Plagiarism

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism shall be considered cheating and the student shall be subject to disciplinary action that may include confiscation of any or all documents or assignments related to the act of plagiarism. Students may be provided the ability to restart the assignment and redo under strict parameters set by the teacher and campus administration.

Students with Disabilities

Decisions regarding grading procedures for a student with a disability who is receiving services under IDEA or Section 504 may be made by the Individual Education Program (IEP) Team. The IEP Team will ensure that annual goals and instructional objectives of the students Individualized Education Program (IEP) are met. The classroom teacher will ensure the success of the student through implementation of the specified modifications/accommodations. If the student does not demonstrate success, it is the responsibility of the classroom teacher to document implementation of the modifications/accommodations and to initiate the IEP meeting.

Resource Materials

In the event that Texarkana ISD is unable to provide appropriate resources (i.e., textbooks, graphing calculators, etc.) the student shall not suffer an academic penalty.

Extra Credit

In some classes and courses extra credit may be awarded based upon the discretion of the teacher. However, the highest grade that may be earned cannot exceed 100 points on a 100 point scale. The work must also be tied to the Texas Essential Knowledge and Skills (TEKS) to be eligible for extra credit.

Incomplete Grade Policy

Teachers may record an incomplete if...

- Students have been absent for extended periods of time when the assignment was made and/or due.
- Student has an IEP allowing extra time but had an excused absence within the allotted time window of completion.

Timeline

- Students must have all incompletes cleared within 7 days of the following grading period.
- For extenuating circumstances, campus principal or designee approval is required for additional time.

Student Retention at Parent Request: Grade Levels 6-8

For the 2022-23 school year, a parent may request in writing that a student repeat grade 6, 7, or 8 that the student was enrolled in during the 2021-22 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Texarkana Independent School District

Grades 9-12 Grading Information

In grades 9-12, all grades shall reflect student performance in the Texas Essential Knowledge and Skills (TEKS). Teachers in every subject area shall record a minimum of six individual daily grades and two test grades per grading period. Grades shall be determined from a composite of the following: daily papers; notebooks; quizzes; homework assignments; teacher observations of participation, skills, demonstrations, or performances; short compositions; unit, chapter, or skills tests; projects; major reports/compositions; journals; and portfolios. Documentation of observable skills will be kept in a grade book. A six weeks grade that is determined from only one student product is not acceptable.

Progress Reports

A written progress report shall be sent at least once during the grading period to parents of all students. Parents shall also receive notification if the professional educator notes a substantial change in a student's performance at any point during the six week period.

Six Weeks Averages and Report Cards

Students shall receive numerical scores in all subjects. The six weeks average will be computed by using one of the following formulas:

Formula I	Formula II
50% Daily Average	75% Daily Average
50% Test Average and/or Major Projects	25% Test Average and/or Major Projects
<i>Courses in English language arts, mathematics, science, social studies, LOTE, fine arts, CTE, and special education collaborative classes.</i>	<i>Courses in athletics, physical education, cheerleading, drill team, band, and special education specialized classes (TILC, Applied, ADL).</i>

The following marking system shall be used on the students' work, in the grade book, and on the report card.

Subject	Marking System: Grades 1-5
Language Arts/Reading Mathematics Science Social Studies All Elective Courses	A = 90-100 B = 80-89 C = 70-79 Failure = 0-69
Social Development/ Work Habits	E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory G = Satisfactory/BIP* H = Needs Progress/BIP* <i>*These symbols will be used for students with disabilities working under Behavior Intervention Plans.</i>

Texarkana Independent School District

In addition to the six week report card, parents of students with disabilities will receive a report detailing the following:

- The student's progress toward annual goals specified in the Individualized Education Program (IEP).
- The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
- The student's progress toward goals specified in the Behavior Intervention Plan for citizenship and work habits.

The campus principal will designate the personnel responsible for these reports.

Semester Averages

The semester averages will be computed follows:

Grading Period	Portion of Semester Average
First Six Weeks	2/7 of First Semester Average
Second Six Weeks	2/7 of First Semester Average
Third Six Weeks	2/7 of First Semester Average
First Semester Exam	1/7 of First Semester Average
Fourth Six Weeks	2/7 of Second Semester Average
Fifth Six Weeks	2/7 of Second Semester Average
Sixth Six Weeks	2/7 of Second Semester Average
Second Semester Exam	1/7 of Second Semester Average

Enrichment Grading

Enrichment classes will be graded as pass or fail and will **not** be weighted.

Course Changes and Grading

Schedule changes can only be made for advanced level courses after the last Thursday of June.

Advanced Placement and Dual Credit

Regular courses are designed to meet both state and local expectations for all students while equipping them for a variety of pursuits after high school, including college. Students are not required to take advanced level courses in order to pursue any diploma type. Advanced courses are designed to challenge students significantly and typically require more higher-order thinking and application of skills and concepts. These courses are recommended for students who have performed at a high level academically in the past and who are willing to push themselves when confronted with rigorous coursework. Students enrolling in dual credit courses must satisfy the college entrance requirements set forth by the Texas Higher Education Coordinating Board.

Texarkana Independent School District

Parents and students are encouraged to consider the decision to take advanced courses carefully. Schedule changes are in no way guaranteed for students who struggle in an advanced course.

If a student transfers from an advanced level course (Advanced Placement, Dual Credit, etc.) to a regular level course during the semester, the grades that the student earned in the advanced course will be transferred to the regular level course.

If a student has met requirements for semester exam exemptions in a course, the semester average for the course will be determined by the average of the three six weeks grades.

If a student transfers from a regular level course to a Pre-AP/Honors course, the student will make up the advanced level work that was missed prior to the transfer. Students will be required to complete missed assignments that cover important concepts necessary for second semester understanding. Transfers from a regular level course to an advanced level course can only occur within the first three weeks of school.

If a student transfers into the district after the third week of the 2nd and 5th six weeks grading cycle, the student will not receive credit for a course unless the student was enrolled in an equivalent course at the previously attended school. The student's transferred grades and grades earned after enrollment in Texarkana ISD must average 70% or above.

Awarding Credit

When a student earns a passing grade in only one semester of a two-semester course and the combined (average) grade for the two semesters is at least a 70 on a scale of 100, the district shall award credit for the course. However, the student must have earned at least a 60 in order for the district to average the semester grades. The district shall also not average the semester grades when a student fails to earn credit due to excessive absences. [see policy FEC]

If the combined grade for the two semesters is lower than 70, when the student's grade for a semester is lower than 60, or when the student has failed to earn credit due to excessive absences, the district shall award the student credit for the semester with the passing grade as long as the student has also met the attendance requirements. The student shall be required to retake only the semester in which he/she earned the failing grade or failed to earn credit.

Credit Earned for High School Level Courses

Credit for all high school level courses will be awarded by semester. To receive credit for a course, a student must maintain an average of 70% or above for the year.

Requirements for a Diploma

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

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

Texarkana Independent School District

- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE); and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Redo a Class Assignment or Test

Students shall be allowed a reasonable opportunity to redo an assignment or retake a test according to the following criteria as required under policy EIA(LEGAL) and EIA(LOCAL). The course syllabus will state the policy for correcting and redoing an assignment and retaking the test following the criteria listed below:

- The student earned a failing grade on an assignment or test.
- The student shall be permitted one opportunity to redo an assignment or test if the assignment or test is eligible for redo.
- The student shall be permitted to redo one assignment or test in each subject during a six week period.
- Unit assessments or other curriculum based assessments are not eligible for redo.
- A redo will not be permitted the last week of the grading period.
- The student may be required to complete an alternative assignment for the redo opportunity.
- The recorded grade will be an average of the two grades unless the average exceeds 70%. The new grade will not exceed 70%. (For example: A student earned a 65% on the first attempt, and the student earned a 95% on the redo. The average is 80%. The recorded grade will be 70%.)
- Campuses may determine additional and more specific criteria.

Make-Up Work

In all high school courses, students will make up assignments and performance assessments after absences, including absences as a result of suspension. If the assignment was made prior to the student's absence, the assignment will be due the first day that the student returns to the campus. If the assignment was made during the student's absence, the student will have the same number of days to complete the work as other students who were present on the day that the assignment was made.

Late Work Policy

Regular	Pre-Advanced Placement	Advanced Placement/Dual Credit
1 class day late = Max 80% 2 class days late = Max 70% 3 or more class days late = Max 50% End of grading period = 0 for all unsubmitted work	1 class day late = Max 75% 2 class days late = Max 60% 3 or more class days late = Max 50% End of grading period = 0 for all unsubmitted work 1 x per 6 Week Grading Period	1 class day late = Max 70% 2 class days late = Max 50% End of grading period = 0 for all unsubmitted work 1 x per 6 Week Grading Period

Texarkana Independent School District

Turnitin.com Usage

Assignments submitted via Turnitin must also be emailed to teachers to confirm submission time and content.

Plagiarism

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism shall be considered cheating and the student shall be subject to disciplinary action that may include confiscation of any or all documents or assignments related to the act of plagiarism. Credit will not be given for any document confiscated as a result of plagiarism.

Students with Disabilities

Decisions regarding grading procedures for a student with a disability who is receiving services under IDEA or Section 504 may be made by the Individual Education Program (IEP) Team. The IEP Team will ensure that annual goals and instructional objectives of the students Individualized Education Program (IEP) are met.

The classroom teacher will ensure the success of the student through implementation of the specified modifications/accommodations. If the student does not demonstrate success, it is the responsibility of the classroom teacher to document implementation of the modifications/accommodations and to initiate the IEP meeting.

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

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

Resource Materials

In the event that Texarkana ISD is unable to provide appropriate resources (i.e., textbooks, graphing calculators, etc.) the student shall not suffer an academic penalty.

Extra Credit

In some classes and courses extra credit may be awarded based upon the discretion of the teacher. However, the highest grade that may be earned cannot exceed 100 points on a 100 point scale. The work must also be tied to the Texas Essential Knowledge and Skills (TEKS) to be eligible for extra credit.

Incomplete Grade Policy

Teachers may record an incomplete if...

- Students have been absent for extended periods of time when the assignment was made and/or due.
- Student has an IEP allowing extra time but had an excused absence within the allotted time window of completion.

Texarkana Independent School District

Timeline

- Students must have all incompletes cleared within 7 days of the following grading period.
- For extenuating circumstances, campus principal or designee approval is required for additional time.

Student Retention at Parent Request: Grades 9-12

For the 2022-23 school year, a parent may request in writing that a student repeat a course taken for high school credit that the student took and received credit for during the 2021-22 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

OPTIONS Academic Alternative High School Grading Information

The purpose of OPTIONS is to serve the area's youth in grades 9-12 by providing them with the opportunity to earn course credits while completing on grade level academic coursework. Students must demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS) in order to receive credit for a course. All state and district course requirements must be completed to earn a diploma.

OPTIONS Grading Procedures

1. The OPTIONS principal will review the student's four-year plan and will assign the courses which the student needs to complete.
2. The student may complete coursework as outlined in the course assignment sheet.
3. Each course has a syllabus, listing activities and testing requirements. The student must complete all unit activities before testing for that unit. The instructor will evaluate the student's work and will assign a numerical grade for each activity. The student must earn a 70 or above for the unit activities before taking the unit test.
4. In order to receive credit for that unit, the student must score 70 or above on the unit assessment.
5. If a student is not successful on the unit assessment, the student may retest, taking a different test form.

OPTIONS Grade Reporting

A written progress report will be sent to the parents at the end of each six weeks grading period. In addition to these progress reports, parents will also be notified each time a student completes a semester credit.

OPTIONS Testing Procedures

The student will test in designated areas only and may not leave the testing area until the test is completed. Upon completion of the test, the student will turn in the assessment and answer document to the testing coordinator, who will document the completion. Failure to comply with testing instructions will result in disciplinary action.

Texarkana Independent School District

OPTIONS Unit Grades

Students will receive numerical scores in all units. The final unit grade will be computed using the following formula:

- 75% = Unit Activities
- 25% = Unit Test*

**Note: For courses offered through a computerized program which records only the unit test grade, the test grade will represent the final unit grade.*

The following marking system will be used on the student's work, in the grade book, and on the report card.

Numerical Grade	Letter Grade
90-100	A
80-89	B
70-79	C
0-69	F

OPTIONS Semester Average

The semester average for the course will be determined by averaging all final unit grades required for the course.

OPTIONS Credit Earned for High School Level Courses

Credit for all high school level courses will be awarded by semester. To receive credit for a course, a student must earn an average of 70% or above for the semester. Students must earn three credits per semester for a total of six credits per school year to remain in OPTIONS.

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

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

Texarkana Independent School District

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

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

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

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See **Standardized Testing**]

Foundation Graduation Program

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

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

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

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

A **Personal Graduation Plan** will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and parent may request that the student graduate without an endorsement. The district will advise

Texarkana Independent School District

the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

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

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

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
CTE (Career Technology)	2	2
Electives	3	5
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

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

Texarkana Independent School District

- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

Financial Aid Application Requirement

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

Texarkana ISD partners with Texarkana College to offer multiple Financial Aid Workshops throughout the year. Texarkana College financial aid specialists come to TISD campuses to help parents and students complete the FASFA and/or TASFA. Texas High and Options students are also able to attend FASFA sessions held at the Texarkana College Campus. Additionally, weekly FASFA events provide refreshments to parents/students for showing a completed application throughout January and February. One on one assistance is provided as needed/requested in the campus College Career and Military Readiness department.

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

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

Please contact the Texas High School College and Career Center for more information.

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

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;

Texarkana Independent School District

- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Personal Graduation Plans

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

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

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

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

Please review [TEA's Graduation Toolkit](#).

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

Available Course Options for All Graduation Programs

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

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

Certificates of Coursework Completion

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

Students with Disabilities

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

Texarkana Independent School District

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

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

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

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

Graduation Ceremonies/Activities (Texas High School and OPTIONS)

Students completing the Texarkana Independent School District and State of Texas requirements for graduation will be granted a high school diploma. TISD annually sponsors five graduation ceremonies for students who have completed requirements established by both the District and the State. Ordering graduation cap and gown, announcements, or other senior memorabilia does not guarantee a student's participation in graduation ceremonies/activities. Graduation announcements are not invitations to the graduation ceremony.

Texas High School Graduation Ceremony

At graduation practice, a limited number of tickets are distributed to graduating seniors for their family members. The following requirements are in place for students who wish to participate in the Texas High School graduation ceremony:

- The student must have successfully completed all local graduation credit requirements.
- The student must have successfully completed all state graduation credit requirements.
- Depending on the year in which the student is scheduled to graduate, pass a statewide exit level exam, or achieve passing scores on certain end of course (EOC) assessments.
- Students identified and served under provisions of IDEA shall graduate in accordance with their Individualized Education Program (IEP).

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities. The following students are ineligible to participate in the graduation ceremonies.

- If a student has been expelled from all services in the district during the spring semester of the senior year or is continuing an expulsion during the spring semester of the senior year, the student is ineligible to participate in the THS graduation ceremony.

Texarkana Independent School District

- If a student has been assigned to a DAEP after the last day of the first semester of the senior year or is continuing a DAEP assignment during the spring semester of the senior year, the student is ineligible to participate in the THS graduation ceremony.
- If a senior student transfers to OPTIONS, the student is ineligible to participate in the THS graduation ceremony.
- If a student does not attend and does not participate in the graduation ceremony practice, the student is ineligible to participate in the THS graduation ceremony.

OPTIONS Graduation Ceremony

Students who have completed the graduation requirements under the following programs are eligible to participate in the graduation ceremony sponsored by the OPTIONS campus. The requirements are as follows:

- The student must have successfully completed all local graduation credit requirements.
- The student must have successfully completed all state graduation credit requirements.
- Depending on the year in which the student is scheduled to graduate, pass a statewide exit level exam, or achieve passing scores on certain end of course (EOC) assessments.
- Students identified and served under provisions of IDEA shall graduate in accordance with their Individualized Education Program (IEP).
- OPTIONS students wishing to participate in the graduation ceremony must contact Amy Doss, Principal, at 903.793.5632, extension 1740.

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

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

Graduation Expenses

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

Scholarships and Grants

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

Texarkana Independent School District

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

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

Harassment

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

Hazing (All Grade Levels)

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

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

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

[See **Bullying** and policy FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

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

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

A parent should contact the school nurse if a student has been diagnosed with COVID-19.

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

Texarkana Independent School District

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

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

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

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DHS Exemption Form](#) online or by writing to this address:

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

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

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

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

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

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

Texarkana Independent School District

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

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

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

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

Texarkana Independent School District

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies**.

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine auto-injector" is an epinephrine autoinjector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine autoinjector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available. For additional information, see FFAC(LOCAL).

Texarkana Independent School District

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

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

Texarkana ISD employs Professional School Counselors, Social Workers, Behavior Intervention Specialists, Psychologists, and Licensed Professional Counselors who are available to meet with students possibly exhibiting unhealthy mental health conditions or behaviors. Texarkana ISD also has a Crisis Intervention Team composed of the following: campus and district administrators, counselors, behavior specialists, teachers, nurses, and/or a LPC/school psychologist.

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

Sherry Nelson

Coordinator of Assessment

Sherry.Nelson@txkisd.net, 903.794.3651

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

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See [policy FFEB](#) for more information.]

Texarkana Independent School District

For related information, see:

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

Physical Activity Requirements

Elementary School

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

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

Middle School

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

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3–12)

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

Jamie Friday
Coordinator of 504 Services
Texarkana ISD Instructional Services
3413 Summerhill Road, Texarkana, TX 75503
Jamie.Friday@txkisd.net, 903.793.7561

Texarkana Independent School District

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

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

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

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

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

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

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

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at [Texarkana ISD Health Services](#) for information regarding meningitis.

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

[See **Immunizations**]

Diabetes

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

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

Texarkana Independent School District

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's [Food Allergy Management Plan](#) can be accessed in policy FFAF(LOCAL).

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

Seizures (All Grade Levels)

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

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

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

The Texarkana Independent School District, full-time nurse is:

Heather Spohn

Coordinator of Health Services

2100 College Drive, Texarkana, TX 75503

Heather.Spohn@txkisd.net, 903.793.5631

Texarkana Independent School District

The Texarkana Independent School District, full-time district coordinator for counseling is:

Sherry Nelson

Coordinator of Assessment

Sherry.Nelson@txkisd.net, 903.794.3651

- The local public health authority, Texarkana-Bowie County Family Health Center may be contacted at 903.798.3250 (Main) or 903.793.2289 (Domestic Fax).
 - Website: [Texarkana-Bowie County Family Health Center](#)
- The local mental health authority, Community Health Core may be contacted at 903.831.7585 or Crisis Line at 1.800.832.1009.
 - Website: [Community Healthcore](#)

[Texas Health and Human Services: Where Can I Find Services?](#)

Mental Health Resources

Community Healthcore - STAR Program Crisis Line 800-832-1009 Call 866-782-7031 or 903-753-9744 *Accepts TX Medicaid	Community HealthCore Texas Blvd. 903-831-7585 *Accepts TX Medicaid
Genesis Primecare Behavioral Health 1400 College Dr. 903-791-1110 *Accepts TX Medicaid	Southwest Arkansas Mental Health 1701 County Ave. 870-772-5466 *Accepts TX Medicaid
Riverview Comprehensive Behavioral Medicine 701 Arkansas Blvd. 870-455-6690 Counselor line: 877-870-8745 *Accepts TX Medicaid	Summerhill Counseling 4091 Summerhill Rd. 903-792-8887 *Accepts TX Medicaid
St. Michael's Family Clinic 2600 St. Michael Drive 903-614-1000 *Accepts TX Medicaid	UAMS - Family Medical Center 3417 U of A Way 870-779-6000 *Accepts TX Medicaid
Brentwood 605 Summerhill Rd. 903-223-7782 *Accepts TX Medicaid	Bowie County Family Health Center 902 W. 12th St. 903-798-3250 *Accepts TX Medicaid
Wadley Hospital 902 W 12th St. 903-798-8000 Behavioral Health - Geriatric 903-798-7300 *Accepts TX Medicaid	Two 10 Counseling Center 4538 Summerhill Rd. 903-306-1134

Texarkana Independent School District

Collom & Carney Behavioral Health 1902 Galleria Oaks Dr. 903-614-3800 *Accepts TX Medicaid	Counseling Services 5221 N. Park Rd 903-791-1051
Pinnacle Pointe Behavioral Healthcare Little Rock AR 800-880-3322	Glen Oaks Hospital 301 E Division, Greenville TX 800-443-1109 *Accepts TX Medicaid
Texarkana Counseling Services, LLC 2116 N State Line Ave, Texarkana, AR 71854 870-774-1333	Dreamlab Counseling 4613 Parkway Dr Suite 5 Texarkana, AR 71854 (870) 587-7021 *Accepts TX Medicaid
Growth Counseling Services L.L.C. 4613 Parkway Dr #6, Texarkana, AR 71854 (903) 949-9962	Chenal Family Therapy 1305 Arkansas Blvd #101, Texarkana, AR 71854 (870) 340-2636
Moonbrook Mind & Body Integrative Services 216 Olive Street # 212 Texarkana, Arkansas 71854 (903) 401-8304	Christian Counseling 1920 Magnolia St, Texarkana, TX 75501 (903) 794-0354
Serendipity Wellness Center 1732 Galleria Oaks Dr, Texarkana, TX (903) 794-1636 *Accepts TX Medicaid	Betty J Feir PC & Associates: Gann Suzanne 4099 Summerhill Rd, Texarkana, TX 75503 (903) 793-8588

Helpful Links and Crisis Lines

National Suicide Prevention Lifeline

1.800.273.8255

1.800.273.TALK

TTY: 1.800.799.799-4TTY (4889), then press 1

A 24-hour free and confidential hotline to anyone in suicidal crisis or emotional distress. An online confidential chat is also available at [National Suicide Prevention Lifeline](#).

Crisis Text Line

A 24-hour free and confidential text line to anyone in suicidal crisis or emotional distress.

Text 741741 to connect to a counselor, [Crisis Text Line](#)

Texarkana Independent School District

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at the [Texarkana ISD Board Policy Manual](#)

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Christy Tidwell

Executive Director of Curriculum and Instruction

Texarkana ISD Instructional Services

3413 Summerhill Road, Texarkana, TX 75503

christy.tidwell@txkisd.net, 903.793.7561

Texarkana Independent School District

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held four meetings. Additional information regarding the district's SHAC is available from the district website here: [Texarkana ISD School Health Advisory Council \(SHAC\)](#)

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at [Texarkana ISD School Health Advisory Council \(SHAC\)](#)

[See **Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** and policies BDF and EHAA for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Jennell Ingram, Coordinator of Teacher Mentoring and Academic Services
Texarkana ISD Instructional Services
3413 Summerhill Road, Texarkana, Texas 75503
Jennell.Ingram@txkisd.net, 903.793.7561

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.

Texarkana Independent School District

- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Texarkana Independent School District

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

A parent/guardian who would like to stay and eat lunch with their child must report to the front office for a visitor's badge. Parents/guardians may provide lunch (only) for their own children.

For the safety and welfare of all students, parents are allowed to take (only) their children off campus for lunch. Parents must sign the students out through the office and return the student to campus within the 30 minute designated lunch period.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Texarkana Independent School District

Lockers (Secondary Only)

Texas Middle School

Lockers at Texas Middle School are issued only upon request and may be accessed only during designated times. Parents of students must complete a locker application form before lockers will be checked out to students through their team leader. Locker applications will be reviewed by grade level principals and will be issued at their discretion.

Students may not share lockers. Students sharing lockers may forfeit their assigned locker.

Lockers are school property and are subject to inspection by administrative authorities. [Also, see **Searches**.] Any damages to a locker could result in the student being held financially responsible for such damage. Items of a non school nature should not be placed in lockers. Students are responsible for all items left in lockers. Students requiring locker maintenance should notify the grade level principal.

Texas High School

Students will complete a locker application form before lockers will be checked out to students through the front office. Students may not share lockers. Students sharing lockers may forfeit their assigned locker.

Each locker is equipped with a combination lock, and lockers should be locked at all times. Items of a non school nature should not be placed in lockers. Students are responsible for all items left in lockers.

Lockers are school property and are subject to inspection by administrative authorities. [Also, see **Searches**.] Any damages to a locker could result in the student being held financially responsible for such damage. Items of a non school nature should not be placed in lockers. Students requiring locker maintenance should notify the grade level principal.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for items that are lost, damaged, or stolen at school or at a school-related activity. The campus will dispose of lost and found items at the end of each semester.

When it is necessary to send money to school, it should be placed in an envelope with the child's name, teacher's name, amount of money, and purpose. If the money is lost, it is easier to return to the owner if the information is available.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted

Texarkana Independent School District

by the teacher will receive a grade of zero for the assignment. For each day of absence, students will receive a **day +1** to complete.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade**]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students. Students will have **5** days after returning to complete a long-term project.

DAEP Work

Elementary Grade Levels

Students in elementary grade levels are provided their regular classroom assignments by the teacher. Work is completed at DAEP and submitted back to the campus for the teacher for review.

Grades 6-12 (Middle and High School)

Any student in grades 6-12, who is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), will have an opportunity to continue working towards completion or complete the course before the beginning of the next school year.

Texarkana ISD provides the opportunity to continue work or complete foundation curriculum courses using the *Imagine Edgenuity* platform which can be aligned to District curriculum documents.

The district shall also provide the opportunity to complete any core or noncore course through an alternative method, such as paper assignments, Google Classroom, etc., when a particular course is not available in *Imagine Edgenuity*. The student will not be charged for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another

Texarkana Independent School District

distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Amy Nix, Executive Director of Human Resources
Texarkana ISD Welcome Center
2208 Kennedy Lane, Texarkana, TX 75503
Amy.Nix@txkisd.net, 903.794.7152 (8473)

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Christy Tidwell, Executive Director of Curriculum and Instruction
Texarkana ISD Instructional Services
3413 Summerhill Road, Texarkana, TX 75503
Christy.tidwell@txkisd.net, 903.793.7561

For all other concerns regarding discrimination, see the superintendent or designee:

Sherri Penix, Chief Innovation Officer
Texarkana ISD Central Administration
4241 Summerhill Road, Texarkana, TX 75503
Sherri.Penix@txkisd.net, 903.794.3651

[See policies FB, FFH, and GKD for more information.]

Texarkana Independent School District

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at your child's home campus for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**]
- Becoming a school volunteer. [See **Volunteers** and policy GKG for more information.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:

Christy Tidwell, Executive Director of Curriculum and Instruction

Texarkana ISD Instructional Services

3413 Summerhill Road, Texarkana, Texas 75503

Christy.Tidwell@txkisd.net, 903.793.7561

- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues.

For more information, contact:

Jennell Ingram, Coordinator of Teacher Mentoring and Academic Services

Texarkana ISD Instructional Services

3413 Summerhill Road, Texarkana, Texas 75503

Texarkana Independent School District

Jennell.Ingram@txkisd.net, 903.793.7561

[See **School Health Advisory Council (SHAC)** and policies BDF, EHAA, FFA for more information.]

- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the last Wednesday of each month. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the Texarkana ISD Central Administration office and online at www.txkisd.net. Contact the Office of the Superintendent at 903.794.3651 for more information. [See policies BE and BED for more information.]

Parent and Family Engagement Policy

Texarkana Independent School District understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents and families play an integral role in assisting their child's learning
- Parents and families are encouraged to be actively involved in their child's education at school
- Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

Texarkana Independent School District agrees to implement the following requirements as outlined by ESSA Section 1116:

A. Annual Title I Meeting

Texarkana Independent School District will hold an Annual Title I Meeting for all parents across the district within the months of August and September. At least one meeting will be convened during the AM and one during the PM to accommodate parent schedules.

B. Flexible Number of Meetings

Texarkana Independent School District will offer a flexible number of parent engagement meetings at convenient times for families, such as meetings in the morning or evening.

C. Jointly Developed

Texarkana Independent School District will present the Parent and Family Engagement Policy to families at the Annual Title I Meetings for suggestions and approval. TISD will also present the Parent and Family Engagement Policy to families at the end of the school year to elicit any changes for the coming years. Family members will be invited and encouraged to serve on district level committees, as well as committees at the campus level. TISD will also post the district/campus Parent and Family Engagement Policies on the district website and, to the extent practical, elicit feedback on these policies.

Texarkana Independent School District

D. Communication

Texarkana Independent School District will distribute the Parent and Family Engagement Policy to parents at each district meeting and will also post the policy on the district's website.

TISD will use meetings, workshops, social media, flyers and other communication via the student or mail, the TISD automated phone system, and the district website to keep parents informed.

Information related to the school and parent programs, meetings, and other activities, will be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

E. Dissention Process

Parents will have the opportunity to submit any comments/concerns to the Texarkana Independent School District Assistant Superintendent's office if the schoolwide plan and/or parent and family engagement policy is not satisfactory to parents.

Any comments/concerns can be sent to the *Associate Superintendent for Family and Community Engagement, Jo Ann Rice*, at joann.rice@txkisd.net or by phone at 903.794.3651.

F. School-Parent Compact

Texarkana Independent School District will jointly develop with parents of participating children a school-parent compact that outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standard and how the plan is used, reviewed, and updated.

Campuses accepting Title I Part A funds will convene an Annual Title I School wide meeting within the months of August and September to jointly develop with parents and faculty a home-school compact. Upon parent approval, the campuses will distribute to all parents this document. Administrators, teachers, and parents will use this document in ongoing, two-way conversations about student achievement and behavior.

In the spring of each year, campuses will review this document and revise as necessary for the coming year. Using this method of updating the compact, campuses will elicit feedback from students, faculty, and families in the spring and fall of each year.

G. Build Capacity

Texarkana Independent School District will build the parents' and staff capacity for strong parental involvement to ensure effective involvement of parents and families and to support a partnership among the school and the community to improve student academic achievement. For the 2019-20 school year the following Parent and Family

Engagement meeting opportunities will be available to provide assistance to parents of children served by the school district or school:

Texarkana Independent School District

- Districtwide Title I Meeting – details about Title I services, the Parent and Family Engagement Policy, and the school compacts will be discussed and attendees will be asked to provide feedback.
- State Testing - the District Testing Coordinator will provide a brief overview for parents of the required state assessments including information related to
 - the state’s academic content standards
 - the state’s student academic achievement standards
 - the state and local academic assessments including alternate assessments
 - the requirements of Title I
 - how to monitor their child’s progress, and
 - how to work with educators
- Family nights for reading (literacy) and mathematics held at campuses to provide materials, resources, and training about how parents can help students with reading and/or math content.
- District and Campus Quality Improvement Council meetings will be held to include parents in the development of the district and campus improvement plans.
- English Learner parent and family nights will be planned throughout the year and translators will be available at the campus level for parents as needed.
- Dyslexia and Autism parent and family nights and workshops are scheduled to be offered and will provide parents with materials and resources to increase student achievement.
- Parents are provided opportunities to attend select training and conferences for increasing their knowledge and awareness through coordination of Federal, State, and local programs. .
- District Resources – a list of services and resources appear on the district’s website at www.txkisd.net under the tab “For Parents.”
- Campuses will provide periodic parent workshops focused on helping parents help their children at home.
- The district will provide training and information through the parent and community involvement department for teachers in the best ways to reach out and communicate effectively with parents, as well as how to work with parents as partners to strengthen the home/school connection.

H. Accessibility

Texarkana Independent School District will offer parent meetings at flexible times throughout the school year. Announcements will be available through the district website and social media pages in a language that can be understood by parents. Progress reports, report cards, state assessment results, and other information regarding student achievement will be sent to parents in a timely manner. In addition to TISD Title I Parent Meetings, we will also hold parent meetings for parents of students that are also in the English Learner Program. TISD will also maintain a district data site for parents to

Texarkana Independent School District

access student grades and attendance at any time. All campuses, as well as, the district office maintain normal business hours and welcome feedback in the form of personal visits, conferences, emails and phone calls. Please note, appointments are preferred so that parents may be offered our full attention.

I. Evaluation

Texarkana Independent School District will take action to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise its parental involvement policies with the involvement of parents.

J. Statewide Initiative

Texas has established a Parent and Family Engagement Initiative hosted by the [Region 16 Education Service Center, Parent and Family Engagement](#).

The Department of the *Associate Superintendent for Family and Community Engagement* at Texarkana Independent School District is responsible for annually reviewing and publishing this policy. Please contact *Jo Ann Rice*, at joann.rice@txkisd.net or by phone at 903.794.3651 with any comments or suggestions.

Refer to www.txkisd.net for information on how to become a volunteer, parent handbooks, calendars of school events, or talk to your school principal about opportunities to serve on committees or participate in other parent opportunities.

Parking and Parking Permits (Secondary Grade Levels Only)

Bicycles and Motor-Driven Vehicles

Bicycles, scooters, skateboards, roller blades, and motor driven vehicles are to be parked upon arrival at school and not used until the end of the school day unless the office gives permission. Bicycles should be locked with chains outside in designated areas. The school does not assume responsibility for theft.

Vehicle Registration and Parking Permits

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit. Students must request a parking permit to park in a school parking lot. There is one (1) parking permit issued per student. Replacement parking permits will cost \$5.00.

Texas High and OPTIONS Vehicle Registration Procedures:

1. Forms can be obtained in the front office or on the TISD website under Texas High School.
2. Students completing forms online or returning them to the front office will be notified via student email regarding when and where to pick up their parking permit.

Texarkana Independent School District

3. Forms can be picked up at the front office between the hours of 7:45 a.m. and 8:10 a.m, between classes, or during the student's lunch period.
4. NO FORMS WILL BE GIVEN DURING CLASSES INCLUDING ENRICHMENT CLASSES.
5. Any change in vehicles must be reported to the bookkeeper. The first vocational and student parking permits will be issued at no charge. Any replacement parking permit will cost \$5.00.

Vehicles and Procedures for Parking Lots

All students who park a motor vehicle within the controlled area of the campus must register their vehicles before the date that a vehicle is to be operated or parked on the campus. Any changes affecting the registration information for which a parking permit was issued must be reported promptly. Failure to report such changes may result in the same consequences as other violations.

The parking permit should be placed on the left inside windshield. Operators of motorcycles must affix the permit to a location that will easily be seen. Students are not allowed to drive their vehicles and park while they are assigned to the Disciplinary Alternative Education Program (DAEP). All students assigned to DAEP will be transported by the DAEP bus or their parents.

Vehicles parked on school property are under the jurisdiction of the school. Students have full responsibility for the security of their vehicle and must make certain they are locked and that the keys are not given to others. The school reserves the right to search any vehicle if reasonable cause exists to do so with or without the presence of the student. Students will be held responsible for any prohibited objects or substances such as alcohol, drugs, or weapons that are found in their cars and will be subject to disciplinary action by the district, as well as referral for criminal prosecution.

All drivers are expected to abide by the following rules pertaining to the parking areas on campus:

- Each student is responsible for safe and courteous driving around the campus.
- Students are responsible for parking appropriately in the assigned STUDENT PARKING LOT.
- Student parking in any other area of the campus is prohibited.
- Drivers must not exceed a 10-MPH speed limit when operating a vehicle on campus.
- Students leaving campus during the school day for work or early release must at all times have a school identification card and an authorized pass with them before leaving the campus. This card MUST always be carried by the student. All students are required to come to a complete stop and show their card to the parking attendant on the Texas High campus.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.

Texarkana Independent School District

- Disobey traffic signs.
- Take up more than one parking space.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Due to the nature of their job, and the necessity for immediate access to the buildings of the campus, it is necessary to exempt the TISD Maintenance and Police Departments from these regulations.

Enforcement of Parking Lot Regulations

Violation of any parking lot regulation will result in parking privileges being revoked for an extended period of time, and may result in any or all of the penalties listed below. Violations of these regulations may be enforced by TISD Police Officers and/or any TISD administrator. Violations of the Texas Transportation Code may be enforced by the TISD Police Officer through a Justice or Municipal Court in conjunction with, or separate from, school discipline.

Citations

- A TISD citation which results in an enforcement fee may be issued. The fee (fine) will be assessed at \$15.00.
- If a student receives a citation for no parking permit, and it is his/her first offense, then the fine may be waived in lieu of vehicle registration and a parking permit.
- If a fine is not paid within 10 school days, the fine is increased to, but does not exceed \$20.00.
- If the fines are not paid, then consideration will be given to holding the student's grades, transcript and schedule, and limiting their participation in extracurricular activities. The principal or designee has the option to substitute days of detention, ISS, or other suitable discipline for the fine, especially if the student can document a significant financial need.

Towing

- Vehicles that are parked in such a manner as to hinder the flow of traffic, vehicles parked in an unauthorized space, or vehicles which have received excessive violations or violations that the TISD Police may deem as hazardous may be towed and impounded at the expense of the owner/violator.
- School disciplinary measures may not be substituted for expenses resulting in the towing of a violator's vehicle.

School discipline such as detention or ISS may be utilized for parking violations.

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

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

Texarkana Independent School District

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

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

[Pre Kindergarten or Kindergarten]—Grade 3

A parent may request in writing that a student repeat prekindergarten, kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request, and will invite the parent to participate.

Elementary and Middle/Junior High Grade Levels

In grades 6-8, promotion is based on the student demonstrating the proficiencies listed below for grade requirements:

- An overall average of 70 or above, computed by averaging yearly grades for English language arts, mathematics, science, and social studies.
- A yearly average of 70 or above in mathematics.
- A yearly average of 70 or above in English language arts.

In addition to the above requirements, the principal may consider assessment data in making recommendations to parents regarding retention.

High School Grade Levels

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

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

Texarkana Independent School District

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation and Standardized Testing**]

Release of Students from School

[See **Leaving Campus**]

Remote Conferencing

Texarkana ISD has returned to full on-campus face to face instruction. The remote/virtual instruction that was provided under a Texas Education Agency waiver is no longer available. All students will return to on-site instruction. Students who are quarantined due to COVID-19 have access to academic support services and can be counted present through the District's Remote Conferencing Program.

Remote Conferencing is a temporary educational opportunity that is now available for students who are unable to attend school in-person because they are in quarantine as the result of a positive test result for COVID-19 or for those who are quarantined because they are living in a household with an individual with a positive test results for COVID-19.

Approved by the Texas Education Agency, Remote Conferencing is a mechanism by which temporary remote learning support can be provided. For more information, you can click this link to access the [Frequently Asked Questions for Remote Conferencing](#). For general questions regarding Remote Conferencing, please contact remote@txkisd.net via email.

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

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

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in English language arts, mathematics, science, or social studies is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** for how to schedule a conference.]

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

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school. The district may communicate academic information about a student electronically,

Texarkana Independent School District

including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

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

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by accessing the [Tiger Watch Anonymous Online School Safety Report](#).
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

[Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#)

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications

Texarkana Independent School District

or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: posting a notice on the district website, sending alerts to local news sources (radio, television, newspaper), district and campus social media pages, and/or the district's 411 communication tool.

[See **Automated Emergency Communications**]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**]

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

Texas Middle School

Schedule changes are limited at Texas Middle School and requests must be submitted in writing no later than August 24, 2022 by 3:00 p.m. Schedule changes will be processed on a first come first serve basis.

Texas High School

Schedule changes will be level changes only. There will be no elective changes after the last Thursday in June for the upcoming school year.

Texarkana Independent School District

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Ken Reese, Chief Operations Officer
Texarkana ISD Central Administration
4241 Summerhill Road, Texarkana, TX 75503
Ken.Reese@txkisd.net, 903.794.3651

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law. Breakfast and lunch are served daily in the school cafeterias, and meal times vary by campus. Students may bring meals from home or purchase meals at school. Meal prices are determined by the Texarkana ISD Board of Trustees, and prices of these meals are subject to change.

Some students attending campuses that collect and process applications for free and reduced lunch are eligible for free and reduced-price meals based on financial need. These campuses are: Texas High School, Waggoner Creek, Martha & Josh Morris, and DAEP/TILC. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, view your school's menu, or check for meal prices, click [HERE](#) to access the Texarkana ISD Child Nutrition website or contact the Child Nutrition Department at 903.792.2231 for additional information or assistance.

Online payments may be made to students accounts through: [My School Bucks](#).

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and the application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student. [See policy CO for more information.]

Campuses operating under the Community Eligibility Program (CEP) will provide free breakfast and lunch to all students without the need for a free/reduced-lunch application. These campuses

Texarkana Independent School District

are: Paul Larence Dunbar EEC, Theron Jones ELC, Westlawn, Wake Village, Spring Lake Park, Highland Park, Nash, Texas Middle, 6th Grade Center @ Texas Middle, and OPTIONS.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, contact the [Texarkana ISD Child Nutrition Department](#). [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

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

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

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's integrated pest management (IPM) coordinator:

Ken Reese, Chief Operations Officer
Texarkana ISD Central Administration
4241 Summerhill Road, Texarkana, TX 75503
Ken.Reese@txkisd.net, 903.794.3651

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

Each campus has a library available for student research and study with resources appropriate for needs of the grades served by the campus.

Use of Hallways during Class Time (All Grade Levels)

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

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

Certain areas of the school will be accessible to students before and after school for specific purposes. [See the **School Day Schedule**]. Students are required to remain in the area where their activity is scheduled to take place.

Texarkana Independent School District

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

Students must leave campus immediately after dismissal from school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

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

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

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

Permission forms requiring signatures of parents are distributed at the beginning of the school year. The following information will be provided to parents prior to campus departure: date, times, destinations, purpose, transportation arrangements, chaperones, costs to students, and additional information as needed.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Student Field Trips (This section - High School Only)

Students who have failed a class the previous six weeks or are failing at the three week progress reporting will not be allowed to attend a field trip. UIL eligibility applies to field trips unless the field trip is a requirement of the class in question.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

Texarkana Independent School District

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See **Electronic Devices and Technology Resources** and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

[See **Steroids**]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Texarkana Independent School District

Sexual Harassment

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

Special Programs (All Grade Levels)

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

Christy Tidwell, Executive Director of Curriculum and Instruction
Texarkana ISD Instructional Services
3413 Summerhill Road, Texarkana, TX 75503
Christy.Tidwell@txkisd.net, 903.793.7561

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized and Local Semester Testing

Secondary Grade Levels

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Preparation for College Entrance Exams

Computerized study programs to prepare students to take the SAT, ACT, and PSAT are available. In addition, study booklets and sample tests designed to help students ready themselves for college entrance tests are available in the office of College and Career Readiness. The SAT/ACT testing preparation course is offered as an elective through the regular academic program. Tutorial sessions may be available on the Texas High campus the week prior to ACT testing. Notification of dates and times of sessions will be posted in advance.

PSAT (Preliminary Scholastic Aptitude Test)

The Preliminary Scholastic Aptitude Test (PSAT) is offered to grade 10 and 11 students and is administered in the fall. Students must register in advance through the academic advisors. The 11th grade test is the first step in the National Merit Scholar Program and Outstanding African American and Hispanic Scholars Program.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a

Texarkana Independent School District

certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

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

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, House Bill 4545 requires the district to establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

House Bill 4545 requires an ARD committee to meet regarding a student receiving special education services in grades 3, 5, or 8 who fails to meet satisfactory performance on the STAAR administration in reading or mathematics.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.

Texarkana Independent School District

- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See **Complaints and Concerns (All Grade Levels)** and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

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

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

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

Personal Graduation Plans - Middle or Junior High School Students

For a middle school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See the principal or designee and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

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

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

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

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

Texarkana Independent School District

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

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

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

[See **Graduation**]

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

Local Semester Exams (Texas Middle School and Texas High School)

The purposes of semester exams are to evaluate knowledge and skills of course standards and to prepare students for college and career readiness. All students are required to take semester exams in each course assigned during the fall semester and will follow the semester exam schedule. All students will have an opportunity to receive exemptions from spring semester exams if the exemption criteria are met. Semester exams will not be administered before the scheduled date and time of the exams.

The purpose of the exemption plan is as follows:

- To evaluate knowledge and skills on content subjects
- To prepare for college and career readiness
- To provide an incentive for academic endeavors
- To encourage good citizenship and punctuality
- To improve school attendance
- To foster teacher-student rapport and responsibility

Texas Middle School Semester Exams

Fall 2022 Semester

- All students are required to take the fall semester exams in each core subject - no exemptions.
- Students will be required to take a locally developed benchmark exam in non-state tested courses and these will take the place of the traditional semester exam.

Spring 2023 Semester

- All students will have the opportunity to receive exemptions from spring semester exams if the exemption criteria are met.

Texarkana Independent School District

Eligibility Criteria for Spring Semester Exams Exemption

Eligibility for semester exemptions is based on the semester course grade average, semester attendance, and semester tardies. For the purposes of counting absences, the following will apply:

- School-sponsored absences do not count against a student for exemption purposes.
- All other absences, whether excused or unexcused, will count toward exemption status unless a doctor's excuse is provided.
- Unusual circumstances will be determined by the TMS Attendance Committee.

The following chart contains the grade, attendance, and tardy requirements per course for semester exam exemptions.

Semester Grade	Absences: Not More Than	Tardies: Not More Than
90 or above	4	3
85-89	3	2
80-84	2	1
75-79	1	0

Fall 2022 Semester Exam Schedule (Texas Middle School)

Wednesday, 12/14/2022		Thursday, 12/15/2022		Friday, 12/16/2022	
8th Grade		6th Grade		6th Grade	
5th Period	12:20-2:20	1st Period	7:50 - 9:30	5th Period	7:50 - 9:30
		4th Period	9:35 - 10:35	6th Period	9:35 - 10:35
		Lunch A/Finish	10:40 - 11:10	Lunch A/Finish	10:40 - 11:10
		Lunch B/Finish	11:20- 11:50	Lunch B/Finish	11:20- 11:50
		7th Grade		7th Grade	
		1st Period	7:50 - 9:35	5th Period	7:50 - 9:35
		2nd Period	9:40 - 10:35	6th Period	9:40 - 10:35
		Lunch	10:35 - 11:05	Lunch	10:35 - 11:05
		Finish Exam	11:10-11:50	Finish Exam	11:10-11:50
		8th Grade		8th Grade	
		2nd Period	7:50 - 9:35	4th Period	7:50 - 9:35
		3rd Period	9:40 - 11:15	6th Period	9:40 - 11:15
		Lunch	11:20-11:50	Lunch	11:20-11:50

Texarkana Independent School District

Spring 2023 Semester Exam Schedule (Texas Middle School)

Wednesday, May 24, 2022		Thursday, May 25, 2022		Friday, May 26, 2022	
8th Grade		6th Grade		6th Grade	
5th Period	12:20-2:20	1st Period	7:50 - 9:30	5th Period	7:50 - 9:30
		4th Period	9:35 - 10:35	6th Period	9:35 - 10:35
		Lunch A/Finish	10:40 - 11:10	Lunch A/Finish	10:40 - 11:10
		Lunch B/Finish	11:20- 11:50	Lunch B/Finish	11:20- 11:50
		7th Grade		7th Grade	
		1st Period	7:50 - 9:35	5th Period	7:50 - 9:35
		2nd Period	9:40 - 10:35	6th Period	9:40 - 10:35
		Lunch	10:35 - 11:05	Lunch	10:35 - 11:05
		Finish Exam	11:10-11:50	Finish Exam	11:10-11:50
		8th Grade		8th Grade	
		2nd Period	7:50 - 9:35	4th Period	7:50 - 9:35
		3rd Period	9:40 - 11:15	6th Period	9:40 - 11:15
		Lunch	11:20-11:50	Lunch	11:20-11:50

Texas High School Semester Exams

Eligibility Criteria for Spring Semester Exams Exemption

Students in Grades 9-10-11

Students will receive 4 exemptions total if the following are met:

- Average of 70 or higher for the semester and for the year
- 4 or less absences in the course and 3 tardies or less in the course
- This information will be provided to staff from the Attendance Office prior to the due date of this form.
- No make-up hours for Enrichment
- No more than 5 days of Recovery, ISS, OSS, or DAEP for Spring Semester
- No Delinquencies and/or fines

Additional Exemption(s) can be earned through the following:

- Enrolled in an AP course and took the AP exam for that course.
- EOC score of Approaches or higher equals automatic exemption in that subject as long as student has an average of 70 or higher for the semester and for the year

Students may be exempt from ALL exams if the following are met:

- Average of 70 or higher for the semester and for the year

Texarkana Independent School District

- 0 absences and 0 tardies
- This information will be provided to staff from the Attendance Office prior to the due date of this form.
- No days of Recovery, ISS, OSS, or DAEP for Spring Semester
- No Delinquencies and/or fines

Students in Grades 12

Seniors will receive exemptions from each course (except for DC courses) if the following criteria are met:

- Average of 70 or higher for the semester and year
- Met passing standard on all mandatory state assessments
- No makeup hours are owed for any classes
- No ISS II or DAEP placements 30 days or longer or multiple disciplinary offenses as determined by the campus principal
- Attained 26 credits and eligible for graduation
- No fines or delinquencies

Students in Foster Care (All Grade Levels)

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

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

Kay Stickels, Director of Special Populations
Texarkana ISD Instructional Services
3413 Summerhill Road, Texarkana, TX 75503
kay.stickels@txkisd.net, 903.793.7561

[See **A Student in the Conservatorship of the State (Foster Care)**]

Students Who are Homeless (All Grade Levels)

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

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

Christy Tidwell
Executive Director of Curriculum and Instruction
Texarkana ISD Instructional Services
3413 Summerhill Road, Texarkana, TX 75503
christy.tidwell@txkisd.net, 903.793.7561

[See **A Student Who is Homeless**]

Texarkana Independent School District

Student Speakers (All Grade Levels)

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer Learning Opportunities (All Grade Levels)

Texarkana ISD offers a variety of summer learning opportunities for students. Summer learning that includes both academics and enrichment activities are offered during the month of June at the following locations: Highland Park Elementary, Nash Elementary, Spring Lake Park Elementary, Theron Jones Early Literacy Center, Waggoner Creek (Wake Village and Waggoner Creek students), Westlawn Elementary, and Texas Middle School.

In addition, summer opportunities are available at OPTIONS and Texas High School. More information is available by contacting the campus principals, counselors, and/or academic advisors.

Tardies (All Grade Levels)

Texas Middle School

Every period, attendance is taken 15 minutes after the beginning of class. Students who arrive to class within the first 15 minutes will be counted tardy for the class. Students who arrive to class after the first 15 minutes will be counted absent for the class. If a student arrives at school tardy for the third time, a parent must accompany the student to the TMS attendance office with a written explanation.

Consequences for tardies are based on a one semester accumulation from all classes and are not allotted per class. Three (3) or more tardies in a semester are considered excessive and will result in disciplinary action. Students not completing any step of the tardy policy will be given a citation and will be assigned to ISS Level I for a minimum of three successful days.

Consequences for tardies at Texas Middle School are assigned as follows:

Number of Tardies	Consequences
3 - 6	After receiving the 5th tardy, a letter will be sent to parents notifying them of their child's number of tardies.
7 - 8	2 days of detention
9+	ISS Level I for a minimum of 2 days
12+	ISS Level I for a minimum of 2 days and Loss of dance, pep rally, assembly, etc. privileges during and or after school

Texas High School

Students are provided adequate time to get from class to class, and they should make every effort to be on time and ready for instruction when the tardy bell rings. Tardies are assigned by teachers and/or administrators for one of the following:

Texarkana Independent School District

- The student is not in the classroom when the tardy bell rings.
- The student is not in the assigned seat when the tardy bell rings.
- The student does not return from lunch within 5 minutes of lunch being dismissed.

Note: A tardy becomes an absence if the students arrives in class after the first 15 minutes of class.

Texas High School will use the Tardy Calculator program to assign tardies and discipline in conjunction with TEAMS. When students are tardy they should report to one of three tardy stations (Mrs. Berry, Mrs. Garren, or Ms. Gatewood) to receive a tardy pass in order to enter class and to be assigned consequences. Each student is responsible for having a student ID and must present the ID at the tardy station. The first issued ID is free; replacement IDs cost \$5.00.

Consequences for tardies are based on a one semester accumulation from all classes and are not allotted per class. Three (3) or more tardies in a semester are considered excessive and will result in disciplinary action. Students not completing any step of the tardy policy will be given a citation and will be assigned to ISS Level I for a minimum of three successful days.

Consequences for tardies at Texas High School are as follows:

Number of Tardies	Consequences
3	2 days of GIP
4 - 6	2 days of detention
7 - 10	1 day of ISS and loss of dance privilege for the semester
11 or more	3 days of ISS and loss of TISD event privileges

OPTIONS

Students are expected to be on time and ready for instruction at the beginning of each session. Students who are tardy to the first session will be required to remain in the session for an extra class period. Students who are tardy to the second session will be required to remain in the session from 3:15 p.m to 4:00 p.m.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services. The district selects instructional materials in accordance with state law and policy EFA.

The district provides other approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Texarkana Independent School District

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for in full by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Textbooks are issued by serial number and TISD number. Returned textbooks and instructional materials must reflect the serial number and/or TISD number issued to the student.

Replacement costs will be charged for lost or defaced textbooks or instructional materials. Fines are assessed for damage to textbooks or instructional materials. Textbooks and instructional materials should not be loaned or shared.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)**.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent or designee is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments, Bullying, and A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services**, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips**]

Buses and Other School Vehicles

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

Bus routes and stops will be designated annually. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops, contact the Texarkana ISD Transportation Department at 903.794.7191.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Stay in the appointed area until the bus arrives when waiting for their bus.

Texarkana Independent School District

- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated facing forward with feet on the floor while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle including but not limited to:
 - Students should talk quietly while on the bus.
 - Students should not eat while on the bus.
 - The following items are considered to be contraband on the bus: food or drink, cell phones, cologne, body spray (outside the backpack or lunch box), weapons of any kind, matches, lighters, explosives of any kind, drugs, alcohol, tobacco, animals, or radios.
 - Profanities, obscenities, sexual language, gestures, and racial slurs of any kind, and cell phone videoing or taking photos of other students on the bus will not be tolerated.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

Bus Regulations

In addition to the rules listed above, the following regulations will be in place:

- An adult must meet all pre-kindergarten, kindergarten, and first grade riders.
- All middle and high school riders will be required to have a bus pass. Students must present this pass each time they board a route bus.
- Any damages caused by the student to the bus will be billed to the student.

Severe Clause

Any student who brings a weapon on a school bus or is involved in a fight on a school bus will be removed and subject to immediate suspension from the bus regardless of the previous number of write-ups depending on the administrative investigation into the incident. The suspension could last up to one year.

Procedures regarding Bus Rules Violations

Offense	Process and Consequences
First Offense	<ul style="list-style-type: none">● Driver will issue a verbal warning and complete a Bus Conduct Report● Campus principal receives a copy of the Bus Conduct Report

Texarkana Independent School District

	<ul style="list-style-type: none"> • Campus principal notifies the parent/guardian within 24 hours preferred but no later than two days that the student has been warned and will be suspended from bus privileges for three to five school days upon the next offense.
Second Offense	<ul style="list-style-type: none"> • Driver will complete a a Bus Conduct Report • Campus principal receives a copy of the Bus Conduct Report • Campus principal will conference with the student, assign a three to five day suspension, and notify the parent/guardian of the suspension either by phone or by written notification, which will be delivered by the student
Third Offense	<ul style="list-style-type: none"> • Driver will complete a a Bus Conduct Report • Campus principal receives a copy of the Bus Conduct Report • Campus principal will conference with the student, assign a five to ten day suspension, and notify the parent/guardian of the suspension either by phone or by written notification, which will be delivered by the student
Fourth Offense	<ul style="list-style-type: none"> • Driver will complete a a Bus Conduct Report • Campus principal receives a copy of the Bus Conduct Report • Campus principal will notify the student that they are suspended for the remainder of the semester. Should the fourth offense occur during the last six weeks of the semester, the suspension may extend through the following semesters. • Campus principal will notify the parent/guardian of the suspension either by phone or by written notification, which will be mailed.
<p>A student's bus privilege suspension prohibits the student from reporting to the designated bus stop and from receiving bus transportation to and from school. Suspension from bus privileges does not excuse the student from school attendance.</p> <p>Discipline steps may be circumvented due to the severity of the incident or action.</p> <p>Copies of all submitted Bus Conduct Reports will be filed in the Transportation Director's office and the bus driver's folder.</p>	

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

University Interscholastic League (UIL)

As a member of the University Interscholastic League, Texas High School is governed by its regulations. Each coach/sponsor will present a thorough explanation of all rules and regulations to participating students. For further details concerning eligibility, see the "Constitution and Contest Rules" published by the University Interscholastic League.

UIL Grade Requirements

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

Students who receive a six weeks grade below 70 in any course or who fail to meet standards in their Individual Education Plan (IEP) will not be allowed to participate in any extracurricular activity or event during the following three week period. In order to regain eligibility, a student

Texarkana Independent School District

must be passing **all** classes at the end of the three (3) week period. If the student does not raise the grade of any classes failed to a passing average, he/she will continue to be ineligible. The suspension from extracurricular activities goes into effect seven days after the last day of the six week period during which the grade lower than 70 was earned. Students will be allowed to participate at the end of any six week period in which the student earns a grade of 70 or above in all courses or subjects.

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

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

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

In addition, the following applies to all extracurricular activities:

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

[See [UIL Texas](#) for additional information on all UIL-governed activities and see **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**]

Grading Waiver for Advanced Courses

Students who are enrolled in advanced courses such as: AP, PreAP, and/or DC may use a one-time waiver if they score below 70 in one or more advanced courses within one grading period. Students who fail additional advanced courses at separate reporting periods will not be allowed to use a waiver once the initial waiver has been requested for the remainder of the year. Students will remain eligible for UIL activities for one waiver only.

Waivers may not be used for:

- Tryouts

Texarkana Independent School District

- Field Trips
- Clubs/organizations
- Other as determined by campus principal

A student may not be suspended under this provision during the period in which school is recessed for the summer during the initial grade reporting period of a regular school term on the basis of grades received in the final grade report period of the preceding regular school term.

At the end of any six week period in which a student attains a course grade of 70 or more in each course taken, any suspension from participation in extracurricular activities and/or suspension from out of school practice for extracurricular activities will be removed. Students may practice a maximum of eight hours per school week.

Performance, including travel time, from the close of one school week until the beginning of another school week and on school holidays will not be counted against permissible practice time. Performance, including travel time, held after the beginning of the school week but prior to the end of the school week (excluding holidays) though held outside of the school day, will be counted against permissible practice time. The total time counted against practice for the first performance will be limited to two hours.

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or the Director of Special Populations, who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recordings by parents or visitors to virtual or in-person classrooms.]

Texarkana Independent School District

Visitors to the School (All Grade Levels)

General Visitors

The district promotes parent participation and involvement on campuses and encourages parents and/or guardians to visit their child's school. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures.

All visitors shall:

1. Report to the main office, present a valid driver's license or other acceptable identification, sign in and state the reason for the campus visit.
2. Obtain a visitor's pass that must be worn and visible at all times while on school property.
3. Plans to visit a classroom must be made in advance with the principal and the classroom teacher. A parent or guardian may suggest a date and time for a classroom visit. Unless the visit is prohibited as outlined below, the teacher or principal may either agree to the suggested date and time or offer an alternative date and time.

Classroom visits shall not be permitted if:

- a. The visitor has been disruptive to the normal school or learning environment.
 - b. The duration or frequency of the visits interferes with the delivery of instruction or disrupts the normal school environment.
 - c. The requested visit involves a third party, other than a school official, parent or guardian, observing a classroom occupied by the student.
 - d. The requested visit would occur during an assessment or during another classroom or campus activity that would infringe upon the privacy of students.
4. Proceed directly to the approved visit location. Visitors shall not be permitted to go to any other portion of the campus without prior approval. To ensure the safety of all students, no visitors will be allowed on school playgrounds.
 5. Obtain prior approval from the Superintendent or designee before being permitted to disseminate information to students or staff while on district property. Visitors shall not be permitted to solicit, proselytize, or recruit for fundraising activities, religious groups, youth groups, or political causes while on school property.
 6. Wear appropriate attire when visiting district schools. Such attire shall generally conform to the dress code outlined in district policy and administrative regulation for students and staff.
 7. Avoid inappropriate physical contact with students.
 8. Consent to a criminal history background check if regular visits to schools or direct interaction with students are anticipated or requested.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

Visitor Parking

A visitor is defined as a person who is neither a student nor an employee of the district. Certain areas of the campuses have been reserved for visitor parking and are identified by signs.

Texarkana Independent School District

Visitors to the campus should park in the designated visitor parking only. Under no circumstances are students allowed to park in the visitor parking areas.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recordings by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

College Night and Career Day

Texarkana ISD invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students during college night in October and during a Career Day in December.

Volunteers (All Grade Levels)

Partners in Education/Parent Organizations/Volunteer Opportunities

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

Each campus in the district participates in the TISD Partners in Education program and has active parents organizations. Partners in Education enables a business or community organization to become a partner with a specific campus or district program. Possible projects include rewarding students for academic achievement, donating equipment, displaying student work, honoring outstanding teachers, supplying volunteers or funding special programs.

Each campus in the district has an active parent organization (Volunteers in Public Schools, VIPS). The district encourages all parents to actively participate in VIPS and to volunteer in Texarkana ISD schools. All volunteers, including Band Boosters, Athletics Booster Clubs, and other booster organizations must complete an application form. The district will obtain a Criminal History Report on all applicants for volunteer programs. Approved volunteers will participate in a training and orientation program before they are permitted to assist in school programs and activities.

Texarkana Independent School District

If you are interested in becoming a Partner in Education or in volunteering, please contact:

Jo Ann Rice, Associate Superintendent for Family and Community Engagement
Texarkana ISD Central Administration
4241 Summerhill Road, Texarkana, TX 75503
JoAnn.Rice@txkisd.net, 903.794.3651

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, also referred to as **supplemental instruction**, is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

Accelerated learning committee (ALC), is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

Dyslexia provides a program for students identified with the characteristics of dyslexia. The instructional program is offered in a small class setting and includes reading, writing, and spelling as appropriate. The major instructional strategies utilize individual, intensive, and multi-sensory methods.

ED stands for the U.S. Department of Education.

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

ESSA is the federal Every Student Succeeds Act.

Texarkana Independent School District

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

Gifted and Talented Program ensures appropriate learning opportunities that will foster the maximum mental, physical, and emotional development of each student. To assist students in this personal development, the GT Program is provided in addition to the regular curriculum. 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, showing an unusually high capacity for leadership, or excel in a particular academic field. A variety of programs, activities, and learning opportunities are offered.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

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

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

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

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

Texarkana Independent School District

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

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

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

Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [Texarkana ISD Board Policy FFI\(LOCAL\)](#). Below is the text of *Texarkana ISD's* policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 11/21/2017 (*Update 109*)

Note

This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or os-tracism.

Retaliation

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

Examples

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

False Claim

A student who intentionally makes a false claim, offers false state-ments, or refuses to cooperate with a District investigation regard-ing bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the al-leged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

Texarkana Independent School District

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

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

Report Format

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

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

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

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

Notice to Parents

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

District Action

Bullying

Texarkana Independent School District

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

Discipline

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

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

Corrective Action

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

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

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

Confidentiality

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

Appeal

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

Records Retention

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

Access to Policy and Procedures

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