



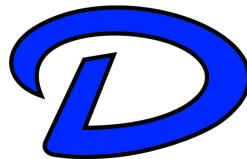
STUDENT & PARENT HANDBOOK

2026-2027 SCHOOL YEAR

THE TIGER WAY

Academics • Attendance • Accountability • Integrity • Safety

Bobby Betts, Principal



Daingerfield High School | Daingerfield-Lone Star ISD



Campus Quick Reference

Campus	Daingerfield High School
Address	202 Tiger Drive, Daingerfield, Texas 75638
Phone	903-645-3968
District	Daingerfield-Lone Star ISD
Principal	Bobby Betts
Accessibility	903-645-3968 technology@dlsisd.org

Campus and District Information

Role	Name
Superintendent of Schools	Lesia Lewis
Director of Curriculum & Instruction	Dori Beasley
Business Manager	Carol Peoples
DLSISD Police Chief	James DeCoux
Principal	Bobby Betts
Assistant Principal	Kristi Means
Student Services Coordinator	Kristy Sutton
Dean of Students	Davin Nelson
Assistant Dean	Dana Carter

DISTRICT VISION

The vision of the Daingerfield-Lone Star Independent School District is to graduate successful, productive citizens through educational excellence and community involvement.

DISTRICT MISSION

The mission of Daingerfield-Lone Star Independent School District is to challenge each student to reach his or her intellectual, creative, and physical potential by providing a fully integrated curriculum and rigorous instruction.

Bell Schedule 2026-2027

Bell / Period	Time
First Bell	7:50
Tardy Bell	8:00
1st Period	8:00 – 8:51
2nd Period	8:55 – 9:42
3rd Period	9:46 – 10:33
4th Period	10:37 – 11:28
1st Lunch	11:32 – 12:02
Boys Athletics	11:32 – 12:23
5th Period	12:06 – 12:57
2nd Lunch	12:27 – 12:57
6th Period	1:01 – 1:48
7th Period	1:52 – 2:39
8th Period	2:43 – 3:30

Table of Contents

PREFACE	6	
STUDENTS AND PARENTS	6	
CURRENT STUDENT CODE OF CONDUCT AND CONTROLLING AUTHORITY	7	
HANDBOOK STATUS, POLICY REFERENCES, AND HARD COPIES	7	
THE TIGER WAY: CARE, CONSISTENCY, AND ACCOUNTABILITY	8	
What Students Can Expect From DHS	8	
What DHS Expects From Students	8	
Classroom Expectations and Office Referrals	8	
SECTION I: IMPORTANT INFORMATION FOR PARENTS	8	
PARENTAL RIGHTS AND OPTIONS FORM	8	
REQUIRED FORMS AND ACKNOWLEDGMENTS	8	
YOUR INVOLVEMENT AS A PARENT IS WELCOME	9	
WORKING TOGETHER	9	
PARENT CONSENT FOR HEALTH AND PREVENTION INSTRUCTION	9	
CONSENT TO CONDUCT A PSYCHOLOGICAL EVALUATION OR PROVIDE A MENTAL HEALTH CARE SERVICE	10	
MENTAL HEALTH SUPPORT	10	
PHYSICAL AND MENTAL HEALTH RESOURCES	11	
OBTAINING INFORMATION AND PROTECTING STUDENT RIGHTS	11	
SURVEYS, ANALYSES, AND EVALUATIONS	11	
OPTING OUT OF SURVEYS AND ACTIVITIES	11	
DISPLAY OF STUDENT WORK, PHOTOGRAPHS, VIDEOS, AND RECORDINGS	12	
ADDITIONAL PARENT RIGHTS	12	
PARENT ACCESS TO INSTRUCTIONAL MATERIALS, LIBRARY MATERIALS, AND COURSE INFORMATION	13	
VIDEO AND VOICE RECORDINGS	13	
TEMPORARY REMOVAL FROM INSTRUCTION	13	
PLEDGES OF ALLEGIANCE AND MOMENT OF SILENCE	13	
DECLARATION OF INDEPENDENCE	13	
NOTICES TO NONCUSTODIAL PARENTS	14	
TRANSFER RIGHTS RELATED TO BULLYING, SCHOOL SAFETY, AND SEXUAL ASSAULT	14	
REQUESTING CLASSROOM ASSIGNMENTS FOR MULTIPLE-BIRTH SIBLINGS	14	
CHILDREN OF MILITARY FAMILIES	14	
STUDENTS IN THE CONSERVATORSHIP OF THE STATE	14	
STUDENTS EXPERIENCING HOMELESSNESS	15	
SERVICE OR ASSISTANCE ANIMALS	15	
PARENTING AND PATERNITY AWARENESS INSTRUCTION FOR STUDENTS UNDER AGE 14	15	
GRADING GUIDELINES	15	
ASSIGNMENTS AND MAKE-UP WORK	15	
ACADEMIC DISHONESTY, CHEATING, PLAGIARISM, AND UNAUTHORIZED ASSISTANCE	16	
DHS TESTING POLICY	16	
FINAL EXAMS	17	
GRADING PROCEDURES	17	
GRADING SCALE	17	
HONOR ROLL	18	
SEMESTER GRADES	18	
MEDICINE AT SCHOOL	18	
OPIOID ANTAGONIST / NALOXONE	19	
NURSE / CLINIC	19	
PSYCHOTROPIC DRUGS	19	
RELEASE OF STUDENTS FROM SCHOOL	19	
WITHDRAWAL FROM SCHOOL	20	
REPORT CARDS AND PROGRESS REPORTS	20	
STANDARDIZED TESTING AND COLLEGE READINESS ASSESSMENTS	21	
ASVAB AND MILITARY CAREER EXPLORATION	21	
STEROIDS	22	
PARENT CONTACT INFORMATION AND SCHOOL COMMUNICATIONS	22	
STUDENT / PARENT COMPLAINTS AND CONCERNS	22	
PARENT COMPLAINTS AND CHAPTER 26A GRIEVANCES	22	
STUDENT RECORDS	23	
DIRECTORY INFORMATION	23	
OBJECTING TO RELEASE OF INFORMATION TO MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER EDUCATION	23	23
ACCESS TO STUDENT RECORDS	23	
INSPECTION, CORRECTION, AND COPIES OF RECORDS	24	
SECTION II: CURRICULUM-RELATED INFORMATION	24	
ACADEMIC PROGRAMS	24	
ACCOUNTABILITY	24	
HONORS CLASSES	25	
HONOR GRADUATES	25	
NATIONAL HONOR SOCIETY	25	
NATIONAL TECHNICAL HONOR SOCIETY	25	
TEXAS SCHOLARS PROGRAM	25	
CAREER AND TECHNICAL EDUCATION PROGRAMS	26	
CAREER AND TECHNICAL EDUCATION NONDISCRIMINATION NOTICE	26	
CLASS RANK	26	
CLASS SCHEDULES AND SCHEDULE CHANGES	27	
COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID	27	

COLLEGE CREDIT, DUAL CREDIT, AND THE FAST PROGRAM	27
COLLEGE VISITATION	28
COMPUTER RESOURCES AND TECHNOLOGY USE	28
DISTANCE, VIRTUAL, AND REMOTE INSTRUCTION	28
COUNSELING	29
ACADEMIC COUNSELING	29
PERSONAL COUNSELING	29
TUTORIALS, ACCELERATED INSTRUCTION, AND REQUIRED SUPPORT	29
CREDIT BY EXAM	29
STUDENT HAS TAKEN THE COURSE	29
STUDENT HAS NOT TAKEN THE COURSE	30
PERSONAL COMMUNICATION DEVICES: QUICK REFERENCE	30
TECHNOLOGY RESOURCES, SYSTEM ACCESS, AND ACCEPTABLE USE	30
SUSPENSION OR REVOCATION OF SYSTEM ACCESS	31
NO EXPECTATION OF PRIVACY ON DISTRICT TECHNOLOGY	31
CONSEQUENCES FOR IMPROPER TECHNOLOGY USE	31
UNACCEPTABLE AND INAPPROPRIATE USE OF TECHNOLOGY RESOURCES	31
SEXTING, INAPPROPRIATE IMAGES, AND DIGITAL SAFETY	32
VANDALISM AND DAMAGE TO TECHNOLOGY RESOURCES	32
INFORMATION CONTENT AND THIRD-PARTY INFORMATION	32
TECHNOLOGY SYSTEM DISCLAIMER	33
BREACH OF COMPUTER SECURITY	33
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS	33
EXTRACURRICULAR ELIGIBILITY	33
EXTRACURRICULAR ABSENCES	33
ORGANIZATION RULES AND STANDARDS OF CONDUCT	34
FORMING OR CONTINUING STUDENT ORGANIZATIONS	34
PRACTICE AND REHEARSAL LIMITATIONS	34
SECRET SOCIETIES	35
HAZING, INITIATIONS, AND GROUP PRESSURE	35
GRADE CLASSIFICATION AND GRADUATION CREDIT REQUIREMENTS	35
GRADUATION	35
TEXAS FIRST EARLY HIGH SCHOOL COMPLETION PROGRAM	36
ACCEPTABLE USE OF DISTRICT TECHNOLOGY	37
WEB ACCESS AND INTERNET FILTERING	37
CYBERSECURITY, ONLINE SAFETY, FILTERING, AND SOFTWARE CONSENT	37
EMAIL AND DIGITAL COMMUNICATION	38
SOCIAL MEDIA, WEB 2.0 TOOLS, AND COLLABORATIVE CONTENT	38
DISTRICT-ISSUED MOBILE DEVICES	38
TECHNOLOGY SECURITY	39
DOWNLOADS AND SOFTWARE INSTALLATION	39
DIGITAL CITIZENSHIP AND NETIQUETTE	39
PLAGIARISM, COPYRIGHT, AND ARTIFICIAL INTELLIGENCE	39
PERSONAL SAFETY ONLINE	40
CYBERBULLYING	40
EXAMPLES OF ACCEPTABLE USE	40
EXAMPLES OF UNACCEPTABLE USE	40
LIMITATION OF LIABILITY	41
VIOLATIONS OF ACCEPTABLE USE EXPECTATIONS	41
DISCLAIMER OF LIABILITY	41
PHYSICAL FITNESS ASSESSMENT	41
PROMOTION, RETENTION, AND PERSONAL GRADUATION PLANS	41
SPECIAL PROGRAMS	42
EMERGENT BILINGUAL STUDENTS	42
Assistance for Students Who Have Learning Difficulties or Who May Need Special Education or Section 504 Services	42
SUMMER SCHOOL AND EXTENDED LEARNING	43
TEXTBOOKS AND INSTRUCTIONAL MATERIALS	44
TRANSCRIPTS	44
Section III: General Information and Campus Requirements	44
THE TIGER WAY: ATTENDANCE AND PUNCTUALITY	44
ATTENDANCE EXPECTATIONS: CAMPUS INTERVENTION, TRUANCY, AND CREDIT	44
ATTENDANCE COUNTING GUIDE: CAMPUS INTERVENTION, TRUANCY, AND CREDIT	45
COMPULSORY ATTENDANCE AND REQUIRED EXCUSED ABSENCES	45
WEEKLY CAMPUS ATTENDANCE INTERVENTIONS	46
CUMULATIVE SEMESTER ATTENDANCE INTERVENTIONS	46
TARDY EXPECTATIONS AND INTERVENTIONS	47
WEEKLY TARDY INTERVENTIONS	47
SEMESTER TARDY INTERVENTIONS	48
HALL PASS	48
CLOSED CAMPUS	48
CONDUCT	49
APPLICABILITY OF SCHOOL RULES	49
GRADUATED SANCTIONS FOR SERIOUS AND/OR CRIMINAL OFFENSES	49
ANNUAL REQUIRED NOTICES AND PARENT RIGHTS	49
CAMPUS BEHAVIOR COORDINATOR AND DISCIPLINE CONTACT	50
HOUSE BILL 1481: PERSONAL COMMUNICATION DEVICES, TELECOMMUNICATIONS DEVICES, AND OTHER ELECTRONIC DEVICES	50

TEACHER REMOVAL FROM CLASS AND RETURN-TO-CLASS EXPECTATIONS	51
STUDENT SUPPORT, INTERVENTION, AND ACCOUNTABILITY	51
DISCIPLINARY INVESTIGATIONS, DUE PROCESS, AND MITIGATING FACTORS	52
FACTORS CONSIDERED	52
ISS, OSS, DAEP, JJAEP, EXPULSION, AND MAJOR DISCIPLINE PLACEMENTS	53
IN-SCHOOL SUSPENSION (ISS)	53
OUT-OF-SCHOOL SUSPENSION (OSS)	53
DAEP	53
EXPULSION	53
MAKE-UP WORK DURING REMOVAL	53
VAPING, E-CIGARETTES, NICOTINE, THC, DRUGS, ALCOHOL, AND LOOK-ALIKE SUBSTANCES	54
THREATS, SAFETY CONCERNS, AND DUTY TO REPORT	55
RECORDING, POSTING, SHARING, DEEPFAKES, AND DIGITAL MANIPULATION	55
STUDENT-FRIENDLY RULE	55
SEARCHES, INVESTIGATIONS, AND CONFISCATED ITEMS	56
RESTROOMS, LOCKER ROOMS, HALLWAYS, CAFETERIA, AND COMMON AREAS	56
90% ATTENDANCE FOR CREDIT AND RECOVERY HOURS	57
STUDENT IDS, VISITORS, DELIVERIES, AND CAMPUS ACCESS	58
ACADEMIC INTEGRITY AND ARTIFICIAL INTELLIGENCE	58
ARTIFICIAL INTELLIGENCE TOOLS	58
EXAMPLES OF ACADEMIC DISHONESTY	58
PARENT COMPLAINTS, CONCERNS, AND GRIEVANCES	58
GENERAL PROCESS	58
CHILD ABUSE, NEGLECT, TRAFFICKING, DATING VIOLENCE, SEXUAL HARASSMENT, AND STAFF MISCONDUCT	59
EXAMPLES OF CONCERNS TO REPORT	59
REPORTING CHILD ABUSE, NEGLECT, OR TRAFFICKING	59
DATING VIOLENCE, SEXUAL HARASSMENT, SEX-BASED HARASSMENT, AND TITLE IX REPORTING	59
PRIVATE SPACES AND STUDENT PRIVACY	59
SAFE STORAGE OF FIREARMS AND DANGEROUS ITEMS	60
DHS STUDENT ACCOUNTABILITY MATRIX	60
DHS QUICK LANGUAGE FOR STUDENTS	60
BULLYING, "PICKING," HARASSMENT, AND STUDENT MISTREATMENT	61
WHAT IS BULLYING?	61
KEY ELEMENTS REVIEWED BY ADMINISTRATION	62
"PICKING" AT SCHOOL	62
WHEN PICKING MAY BE MINOR	62
WHEN PICKING BECOMES A PROBLEM	62
SIMPLE RULE FOR STUDENTS	62
TYPES OF BULLYING OR MISTREATMENT	62
WHAT BULLYING IS NOT	63
RETALIATION IS PROHIBITED	63
REPORTING BULLYING, PICKING, HARASSMENT, THREATS, OR RETALIATION	63
CAMPUS RESPONSE	63
BULLYING, PICKING, AND RELATED CONDUCT: QUICK GUIDE	64
CONDUCT BEFORE, DURING, AND AFTER SCHOOL	64
CORPORAL PUNISHMENT	65
ELECTRONIC COMMUNICATIONS BETWEEN STUDENTS AND DISTRICT EMPLOYEES	65
DISRUPTIONS	65
SOCIAL EVENTS	66
SCHOOL EVENTS, ATHLETIC CONTESTS, TRAVEL, AND AWAY ACTIVITIES	66
SENIOR PRANKS, PROMPOSALS, UNSANCTIONED STUNTS, AND DECORATIONS	67
DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION	67
PUBLIC DISPLAY OF AFFECTION	68
WARNING SIGNS OF SEXUAL ABUSE AND SEX TRAFFICKING	68
RETALIATION	68
REPORTING AND INVESTIGATION PROCEDURES	68
DELIVERIES TO SCHOOL	69
DISCIPLINE MANAGEMENT	69
AUTHORITY OF DAINGERFIELD-LONE STAR ISD	69
MISCONDUCT VIOLATIONS AND CONSEQUENCES	69
FIGHTING, ASSAULT, SELF-DEFENSE, AND GROUP VIOLENCE	70
WEAPONS, REPLICAS, AND DANGEROUS ITEMS	71
STUDENT DISCIPLINE CONSEQUENCES AND PLACEMENT GUIDELINES	71
TEACHER REMOVAL FROM CLASS	75
CAMPUS BEHAVIOR COORDINATOR	75
ADMINISTRATIVE DISCRETION AND DUE PROCESS	75
DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS	75
DRESS AND GROOMING	76
DRUG AND ALCOHOL TESTING PROGRAM	78
FEES	79
CELEBRATIONS AND FOOD ALLERGIES	79
FOOD AND DRINKS	79
FREEDOM FROM DISCRIMINATION AND NONDISCRIMINATION STATEMENT	80
RETALIATION	80
SERVICES FOR STUDENTS WITH DISABILITIES	81
FUNDRAISING	81
GAMBLING, BETTING, AND GAMES OF CHANCE	81

GANG-FREE ZONES	81
GANGS AND GANG-RELATED ACTIVITY	81
HEALTH-RELATED MATTERS	81
TOBACCO, E-CIGARETTES, AND VAPING	82
LAW ENFORCEMENT AGENCIES	83
LOCKERS	83
LOST AND FOUND	83
MOTORIZED VEHICLES AND PARKING	84
TEXAS DRIVING WITH DISABILITY	84
STUDENT SPEAKERS	84
PATRIOTIC ACTIVITIES, PLEDGES, AND MOMENT OF SILENCE	84
PRAYER	84
POSTERS	84
SAFETY	84
SCHOOL FACILITIES	85
SEARCHES OF STUDENTS, PERSONAL ITEMS, AND DISTRICT PROPERTY	86
SEARCH TOOLS, VEHICLES, AND SECURITY MEASURES	86
SUBSTANCE DISCIPLINE CROSS-REFERENCE	87
TRANSPORTATION	87
VIDEOTAPING AND AUDIO RECORDING OF STUDENTS	88
ENROLLMENT, TRANSFER STUDENTS, AND CAMPUS ASSIGNMENTS	88
PARENT, GUARDIAN, AND VISITOR CONDUCT; REFUSAL OF ENTRY OR EJECTION	89
VISITORS TO THE SCHOOL	90
VOLUNTEERS	90
VOTER REGISTRATION	90
PARENT AND STUDENT FREQUENTLY ASKED QUESTIONS	91
GLOSSARY	94
Appendix: Freedom from Bullying Policy	95
Appendix: Special Education and Section 504 Referral Information	95
Title I School-Parent Compact	95
DHS Discipline Levels at a Glance	96
Appendix A: Discipline Definitions and Referral Writing	96
Appendix B: Student Accountability and Discipline Framework	96
STUDENT/PARENT HANDBOOK ACKNOWLEDGMENT	97

PREFACE

STUDENTS AND PARENTS

Welcome to the 2026–2027 school year at Daingerfield High School. A successful school year requires a strong partnership among students, parents, teachers, administrators, and staff. When school and home work together, students are better prepared to meet academic expectations, follow campus procedures, and grow as responsible young adults.

The Daingerfield High School Student Handbook is designed to provide students and parents with important information needed throughout the school year. The handbook is organized to help families quickly locate information related to school operations, student expectations, parent rights, academics, attendance, discipline, safety, and campus procedures.

The handbook is divided into the following sections:

Section I: Important Information for Parents. This section includes information parents need to support their child, understand school-related rights and responsibilities, and respond to campus concerns.

Section II: Curriculum-Related Information. This section provides information about academic programs, graduation requirements, course credit, class rank, testing, extracurricular activities, and related academic opportunities.

Section III: General Information and Campus Requirements. This section describes campus operations and expectations, including attendance, punctuality, safety procedures, dress and grooming, personal communication devices, student conduct, fees, and other school requirements.

Section IV: Glossary, Schedules, Forms, and Appendices. This section includes definitions, schedules, forms, discipline-related guidance, and other reference materials that support the use of the handbook.

Throughout this handbook, the term “parent” refers to a parent, legal guardian, or other person who has legal responsibility for a student or has agreed to assume school-related responsibility for a student.

Students and parents are expected to be familiar with the Daingerfield-Lone Star ISD Student Code of Conduct. The Student Code of Conduct is required by state law and is designed to promote school safety, student accountability, and a positive learning environment. The Student Code of Conduct is a separate document and is available through the district and on the district website at www.dlsisd.org.

The Student Handbook is designed to align with Board policy and the Student Code of Conduct. The handbook is updated annually; however, Board policy and legal requirements may change during the school year. When changes affect handbook provisions, the district or campus will communicate updates to students and parents through appropriate school communication methods.

If a conflict exists between this handbook, Board policy, or the Student Code of Conduct, the most recently adopted Board policy or Student Code of Conduct provision will be followed.

CURRENT STUDENT CODE OF CONDUCT AND CONTROLLING AUTHORITY

The most recently Board-adopted Daingerfield-Lone Star ISD Student Code of Conduct is the controlling discipline document. Until the Board adopts an updated Student Code of Conduct for the new school year, DHS will use the most recently adopted Code of Conduct for discipline decisions, parent notice requirements, removals, DAEP/JJAEP placement, expulsion, and other Chapter 37 matters.

This handbook, The Tiger Way language, campus accountability framework, staff/admin playbook, referral-writing guide, and discipline definitions guide are campus implementation tools. They help explain expectations and procedures, but they do not replace or override the Student Code of Conduct, Board policy, Texas Education Code Chapter 37, federal law, due process, special education/Section 504 protections, Title IX procedures, or legal guidance.

If a conflict exists between campus materials and the Board-adopted Student Code of Conduct or Board policy, the Student Code of Conduct or Board policy will control. Campus materials will be updated as needed after district review, TASB/TEA updates, or adoption of a newer Student Code of Conduct.

Students and parents are strongly encouraged to review the entire handbook together and keep it as a reference throughout the school year. Questions about the handbook should be directed to a teacher, counselor, campus administrator, or the principal.

Parents are also asked to complete and return any required acknowledgment forms, consent forms, or opt-out forms so the campus has accurate records of parent choices and permissions.

References to Board policy codes are included when appropriate so parents may review current district policy. A copy of the district's policy manual is available through the district administration office and online at www.dlsisd.org.

Accessibility: If you have difficulty accessing this handbook because of a disability, please contact Daingerfield High School at 903-645-3968 or technology@dlsisd.org.

HANDBOOK STATUS, POLICY REFERENCES, AND HARD COPIES

This handbook is a general reference guide. It is not intended to create a contract or to create additional substantive or procedural rights beyond those provided by federal or state law, Board policy, or the Board-adopted Student Code of Conduct.

The district may revise procedures during the school year when law, Board policy, Texas Education Agency guidance, the Student Code of Conduct, or campus operations change. Notice of material revisions will be provided through official district or campus communication methods as reasonably practical.

A hard copy of the Student Handbook or Student Code of Conduct is available upon request from the Daingerfield High School office. The district policy manual includes LEGAL policies that summarize controlling legal authority and LOCAL policies that reflect Board-adopted district choices. Current policy is available through the district office and district website.

THE TIGER WAY: CARE, CONSISTENCY, AND ACCOUNTABILITY

Daingerfield High School is committed to maintaining a school culture where students are cared for, teachers are supported, instruction is protected, and expectations are clear. A positive school culture requires both strong relationships and consistent accountability.

Students should expect adults to be fair, respectful, and consistent. Students should also expect adults to correct behavior, protect instructional time, enforce attendance and device expectations, and hold students accountable when choices interfere with learning or safety.

What Students Can Expect From DHS

- Clear expectations for attendance, punctuality, devices, movement, dress, academic integrity, and behavior.
- Adults who teach, reteach, redirect, and correct behavior before problems become patterns when appropriate.
- Administrative support when behavior is repeated, unsafe, substantially disruptive, or requires investigation.
- Fair review of discipline concerns based on facts, documentation, policy, law, and the Student Code of Conduct.
- Recognition of student success, improvement, leadership, academics, attendance, service, and positive choices.

What DHS Expects From Students

- Be present, on time, and in the assigned location.
- Allow teachers to teach and classmates to learn.
- Follow reasonable staff directions the first time they are given.
- Keep personal devices off, away, out of sight, and not on the student's person unless an approved exception applies.
- Use hallways, restrooms, cafeteria, technology, and common areas responsibly.
- Accept correction without turning a small issue into a larger one.
- Take responsibility for choices and work with staff to improve when mistakes occur.

Classroom Expectations and Office Referrals

Most classroom behavior should be corrected first through clear expectations, redirection, teacher conference, parent communication, classroom consequences, documentation, or other support. An office referral may be used when behavior continues, becomes a pattern, significantly disrupts learning, or creates a safety concern. Immediate administrative involvement is appropriate for threats, fighting, weapons, substances, serious disruption, bullying, harassment, or other safety concerns.

DHS will continue to build a culture where care includes accountability, expectations are communicated clearly, and every student understands what it means to represent The Tiger Way.

SECTION I: IMPORTANT INFORMATION FOR PARENTS

This section of the Daingerfield High School Student Handbook includes information on topics of particular interest to parents and guardians.

PARENTAL RIGHTS AND OPTIONS FORM

The district will provide the Texas Education Agency Parental Rights and Options Form to parents upon a student's first enrollment in the district and at the beginning of each school year, as required by law. The district will also make the form available through the district website or another official distribution method.

The form summarizes important parental rights and options related to instructional materials, health-related services, surveys, student records, special programs, attendance, grading, grievances, and other educational matters. The form supplements this handbook and does not replace Board policy or applicable law.

REQUIRED FORMS AND ACKNOWLEDGMENTS

Families may receive electronic or paper forms during registration, annual enrollment verification, or the beginning-of-year forms process. Forms may include the Student Handbook and Student Code of Conduct acknowledgment, directory-information choices, military-recruiter and higher-education information-release choices, consent or opt-out forms, emergency health information, technology agreements, drug-testing consent when applicable, and other forms required by law or district procedure.

YOUR INVOLVEMENT AS A PARENT IS WELCOME WORKING TOGETHER

A student's education is most successful when there is a strong partnership between home and school. Communication, consistency, and shared expectations help students succeed academically, socially, and behaviorally.

Parents are encouraged to support their child's success by:

Encouraging the student to make education a priority and to take advantage of the learning opportunities provided by the school.

Ensuring the student attends school each day prepared, rested, and ready to learn.

Becoming familiar with the student's classes, school activities, academic programs, graduation requirements, and available support services.

Monitoring the student's academic progress, attendance, and behavior.

Contacting teachers, counselors, or campus administrators when questions or concerns arise.

Attending scheduled parent conferences and requesting additional conferences when needed.

Encouraging the student to follow campus expectations, the Student Code of Conduct, and the principles of The Tiger Way.

Becoming involved in school activities, parent organizations, booster clubs, campus committees, and other school improvement opportunities.

To schedule a conference with a teacher, counselor, or administrator, parents may contact Daingerfield High School at 903-645-3968. Teachers will generally return calls or schedule conferences during their conference period, before school, after school, or at another mutually agreed time. Email requests may also be made through the campus website or district communication system.

Parents may also become involved by:

Serving as a school volunteer.

Participating in booster clubs or parent organizations for athletics, band, choir, Tiger Belles, cheer, theater, and other student programs.

Serving as a parent representative on district-level or campus-level planning committees that help develop educational goals and campus improvement plans. For more information, see policies BQA and BQB, or contact the principal.

Serving on the School Health Advisory Council, which assists the district in ensuring that local community values are reflected in health education instruction. For more information, see policies BDF and EHAA.

Attending Board meetings to learn more about district operations. For more information, see policies BE and BED.

PARENT CONSENT FOR HEALTH AND PREVENTION INSTRUCTION

The district will provide required notice and obtain prior written parental consent before a student receives human sexuality instruction when required by law, Board policy, or district procedure. Parents may review instructional materials and may withhold consent as permitted by law.

The district will also obtain written parental consent before a student receives instruction on the prevention of child abuse, family violence, dating violence, or sex trafficking when required by law. Students who do not have required consent will be provided an alternate activity or assignment consistent with district procedures.

Questions about the scope, schedule, materials, or consent process for health or prevention instruction should be directed to campus administration or the counselor.

When prior written consent is required for human sexuality instruction or prevention instruction concerning child abuse, family violence, dating violence, or sex trafficking, the district will provide the parent a written consent request at least 14 days before the instruction begins. Parents may review applicable materials and may decline participation as permitted by law.

CONSENT TO CONDUCT A PSYCHOLOGICAL EVALUATION OR PROVIDE A MENTAL HEALTH CARE SERVICE

Unless required or permitted by state or federal law, a district employee will not conduct a psychological examination, test, screening, or treatment of a student without prior written parental consent.

The district will not provide a mental health care service to a student except as permitted by law.

The district has procedures for notifying parents when a student shows early warning signs of possible mental health concerns, substance abuse concerns, or risk of suicide. When appropriate, the district's mental health liaison will notify the parent within a reasonable amount of time after becoming aware that the student may need intervention and will provide information about available counseling options and support resources.

The district also has procedures for staff to notify the mental health liaison when a student may need intervention or support.

The Daingerfield High School mental health liaison is:

Ginger Smith, Counselor. Email: ginger.smith@dlsisd.org. Phone: 903-645-3968. The mental health liaison can provide information regarding campus procedures, available educational materials, risk factors, resources for treatment or support, and accommodations that may be available on campus.

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

For additional information, see the Mental Health Support section below.

MENTAL HEALTH SUPPORT

The district may provide or coordinate programs and supports to address student mental health, behavioral health, and substance abuse concerns on an as-needed basis. These supports may include:

Mental health promotion and early intervention.

Skills for managing emotions.

Skills for establishing and maintaining positive relationships.

Responsible decision-making.

Substance abuse prevention and intervention.

Suicide prevention, intervention, and postvention.

Grief support.

Trauma-informed care.

Positive behavior interventions and supports.

Positive youth development.

Safe, supportive, and positive school climates.

If a student has been hospitalized or placed in residential treatment for a mental health condition, behavioral health concern, or substance abuse concern, the district has procedures to support the student's return to school. Parents should contact the campus counselor or mental health liaison for additional information.

Teachers and other district employees may discuss a student's academic progress, behavior, or school-related concerns with the student's parent or another appropriate school employee. However, district employees are not permitted to recommend the use of psychotropic drugs unless they are authorized to do so under applicable law.

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, advanced nurse practitioner, physician, or certified or credentialed mental health professional may recommend that a student be evaluated by an appropriate medical practitioner when appropriate. For more information, see policy FFEB.

For related information, see the consent, counseling, physical and mental health resources, and student support sections of this handbook.

PHYSICAL AND MENTAL HEALTH RESOURCES

Parents and students needing assistance with physical or mental health concerns may contact the following campus resources:

Daingerfield High School Nurse Lindsey Langford, Phone: 903-645-3968; Daingerfield High School Mental Health Liaison Ginger Smith, Counselor, Phone: 903-645-3968.

OBTAINING INFORMATION AND PROTECTING STUDENT RIGHTS

Parents have certain rights regarding access to information, instructional materials, student records, surveys, and school activities.

SURVEYS, ANALYSES, AND EVALUATIONS

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

Political affiliations or beliefs of the student or the student's parent.

Mental or psychological problems of the student or the student's family.

Sexual behavior or attitudes.

Illegal, antisocial, self-incriminating, or demeaning behavior.

Critical appraisals of individuals with whom the student has a close family relationship.

Relationships privileged under law, such as relationships with lawyers, physicians, or ministers.

Religious practices, affiliations, or beliefs of the student or the student's parent.

Income, except when the information is required by law and used to determine the student's eligibility for a program or financial assistance.

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

Parents may inspect a survey, evaluation instrument, or instructional materials used in connection with a survey, analysis, or evaluation. For more information, see policy EF.

OPTING OUT OF SURVEYS AND ACTIVITIES

Parents have the right to receive notice and opt their child out of participation in:

Any survey concerning private information listed above, regardless of funding source.

School activities involving the collection, disclosure, or use of personal information gathered from the student for marketing, selling, or otherwise distributing that information to others.

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

Exceptions may include hearing, vision, scoliosis screenings, or any physical examination or screening permitted or required under state law. For more information, see policies EF and FFAA.

This opt-out provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for students or educational institutions.

DISPLAY OF STUDENT WORK, PHOTOGRAPHS, VIDEOS, AND RECORDINGS

Teachers may display student work in classrooms or elsewhere on campus as recognition of student achievement. Student work may include personally identifiable student information when displayed for instructional or recognition purposes within the school setting.

The district will seek parental consent before displaying student artwork, special projects, photographs taken by students, original videos, voice recordings, or other original student work on:

The district website.

A campus or classroom website.

District-sponsored social media or digital platforms.

District publications.

Printed materials.

Videos or other methods of mass communication.

Parents who do not want their child's artwork, special projects, photographs, videos, voice recordings, or other original work displayed to the community through district websites, printed materials, videos, or other communication methods should notify the campus principal in writing.

ADDITIONAL PARENT RIGHTS

Parents have the right to:

Request information regarding the professional qualifications of their child's teachers, including whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas taught.

Request information about whether the teacher has an emergency permit or other provisional status for which state requirements have been waived.

Request information about whether the teacher is currently teaching in the field or discipline of certification.

Request information about the qualifications of any paraprofessional who provides services to the student.

Review teaching materials, textbooks, instructional aids, and instructional materials used in the curriculum.

Examine tests that have been administered to the student, subject to applicable law and district procedures.

Inspect a survey created by a third party before the survey is administered or distributed to the student.

Review the student's educational records as permitted by law.

Student records may include:

Attendance records.

Test score information.

Grade records.

Disciplinary records.

Counseling records.

Psychological records.

Applications for admission.

Health and immunization records.

Other medical records.

Teacher and counselor evaluations.

Reports of behavioral patterns.

State assessment instruments that have been administered to the student.

PARENT ACCESS TO INSTRUCTIONAL MATERIALS, LIBRARY MATERIALS, AND COURSE INFORMATION

Parents may review instructional materials, textbooks, teaching aids, library materials, and tests that have been administered to their child, subject to copyright, test-security, confidentiality, and district procedures. Parents may request information about how to access the district's learning management system or approved online learning portal used for their child's instruction.

Teachers will communicate course expectations, grading procedures, and required materials. Course syllabi or instructional plans will be provided or made available to parents in accordance with law and district procedure. When required instructional materials are electronic, and a student lacks reliable access, the district will provide reasonable access or an appropriate printed alternative as required by law.

Questions or requests to review materials should be directed first to the teacher and then to the principal or district administration when additional assistance is needed. Formal complaints may be filed under policy FNG(LOCAL) or another applicable procedure.

VIDEO AND VOICE RECORDINGS

Parents may grant or deny written requests from the district to make a video or voice recording of their child, except when state law permits the school to make a recording without parental permission.

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

Is used for school safety.

Relates to classroom instruction.

Relates to a co-curricular or extracurricular activity.

Relates to media coverage of the school.

The district will seek parental consent before making a video or voice recording of a student when consent is required by law.

TEMPORARY REMOVAL FROM INSTRUCTION

A parent may request that a student be temporarily removed from the classroom if an instructional activity conflicts with the parent's religious or moral beliefs.

The request may not be used to avoid a test and may not extend for an entire semester. The student must still satisfy grade-level, course, and graduation requirements as determined by the school and the Texas Education Agency.

PLEDGES OF ALLEGIANCE AND MOMENT OF SILENCE

A parent may request in writing that the student be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag.

State law does not allow a student to be excused from participation in the required moment of silence or silent activity that follows the pledges. For more information, see policy EC.

DECLARATION OF INDEPENDENCE

A parent may request that the student be excused from reciting a portion of the Declaration of Independence.

State law requires students in social studies classes in grades 3–12 to recite a portion of the Declaration of Independence during Celebrate Freedom Week unless:

The parent provides a written statement requesting that the student be excused; The district determines that the student has a conscientious objection to the recitation; or the parent is a representative of a foreign government to whom the United States government extends diplomatic immunity.

For more information, see policy EHBK.

NOTICES TO NONCUSTODIAL PARENTS

A noncustodial parent may submit a written request to receive, for the remainder of the school year, copies of written notices usually provided to a parent regarding misconduct that may involve placement in a Disciplinary Alternative Education Program or expulsion.

For more information, see policies FL(LEGAL), FL(LOCAL), FO(LEGAL), and the Student Code of Conduct.

TRANSFER RIGHTS RELATED TO BULLYING, SCHOOL SAFETY, AND SEXUAL ASSAULT

A parent may request the transfer of a student to another classroom or campus if the student has been determined by the board or designee to have been a victim of bullying as defined by law. Transportation is not provided for a transfer to another campus unless otherwise required by law or district policy. For more information, contact the superintendent or see policy FDB and FFI(LOCAL).

A parent may request the transfer of a student to attend a safe public school in the district if the student attends a campus identified by the Texas Education Agency as persistently dangerous or if the student has been a victim of a violent criminal offense while at school or on school grounds. For more information, see policy FDD(LOCAL).

A parent may request the transfer of a student to another campus or a neighboring district if the student has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. For more information, see policies FDD(LEGAL) and FDD(LOCAL).

REQUESTING CLASSROOM ASSIGNMENTS FOR MULTIPLE-BIRTH SIBLINGS

Parents of multiple-birth siblings, such as twins or triplets, who are assigned to the same grade and campus may request that the students be placed in the same classroom or in separate classrooms.

The written request must be submitted no later than the 14th day after enrollment. For more information, see policy FDB(LEGAL).

CHILDREN OF MILITARY FAMILIES

Children of military families may be entitled to flexibility regarding enrollment, immunizations, course and grade placement, extracurricular eligibility, virtual or hybrid course enrollment, and graduation requirements under the Interstate Compact on Educational Opportunity for Military Children and applicable law.

The district will excuse qualifying absences for a student to visit a parent, stepparent, or legal guardian who is called to active duty, on leave, or returning from a qualifying deployment, within the limits and documentation requirements established by law and district procedure. Families should contact the counselor or campus office for assistance.

STUDENTS IN THE CONSERVATORSHIP OF THE STATE

A student who is in the conservatorship of the state and who moves outside the district's or campus attendance boundaries may be entitled to remain enrolled at the school attended before the placement or move until the student reaches the highest grade level offered at that campus.

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

Parents, caregivers, caseworkers, or students should contact the counselor or campus administration for assistance with enrollment, records, graduation planning, and transition support.

STUDENTS EXPERIENCING HOMELESSNESS

A student experiencing homelessness will be provided enrollment assistance and educational stability in accordance with the McKinney-Vento Homeless Assistance Act and state law. Flexibility may apply to proof of residency, records, immunizations, course placement, partial credit, extracurricular eligibility, transportation, and graduation requirements.

Parents or students should notify the counselor, principal, or district homeless liaison when housing is temporary, unstable, or uncertain. A parent or student may appeal an eligibility, school-selection, or enrollment decision through policy FNG(LOCAL), with expedited timelines when required.

SERVICE OR ASSISTANCE ANIMALS

A parent of a student who uses a service or assistance animal because of a disability should submit a written request to the principal before bringing the animal to campus. The district will review the request and implement reasonable procedures consistent with disability law, safety, and district policy.

PARENTING AND PATERNITY AWARENESS INSTRUCTION FOR STUDENTS UNDER AGE 14

A student under age 14 will not participate in a parenting and paternity awareness program without the parental permission required by law. Parents with questions should contact the counselor or campus administration.

GRADING GUIDELINES

In grades 9–12, student achievement is reported to parents through report cards issued each grading period. Daingerfield High School is committed to the academic growth, performance, and success of all students. A consistent grading and reporting system helps students and parents understand academic progress, areas of strength, and areas needing additional support.

Grades are intended to reflect a student's mastery of the Texas Essential Knowledge and Skills, course standards, and district curriculum expectations.

The grading and reporting system is based on the following principles:

Grades should reflect student learning and mastery of course expectations.

Student performance may be assessed through a variety of methods, including tests, quizzes, daily work, written assignments, projects, presentations, classroom participation, and other appropriate assessments.

Teachers will communicate expectations, grading procedures, and assignment requirements to students.

The campus will make reasonable efforts to maintain communication with parents regarding student progress, especially when a student is failing or at risk of failing.

Students are responsible for completing assigned work, requesting make-up work after absences, and meeting deadlines.

ASSIGNMENTS AND MAKE-UP WORK

Assignments are due on the date designated by the teacher. Students may submit assignments early when permitted by the teacher.

When a student is absent, the student is responsible for requesting and completing missed assignments. Unless otherwise directed by the teacher or campus procedures, students will have one school day to make up work for each day absent, up to a maximum of ten school days.

Work assigned before an absence and due on the day of the absence is due on the day the student returns to school unless the teacher or administrator approves an extension.

Students will be allowed to make up tests and submit projects missed because of an absence. Teachers may assign a late penalty for projects or assignments in accordance with grading procedures approved by the principal and communicated to students.

For any class missed, the teacher may assign make-up work based on the instructional objectives of the course and the student's need to master required content. A student who does not complete make-up work within the time allowed may receive a grade of zero for the assignment, unless an extension is approved.

Students absent on the day of a test are expected to make arrangements with the teacher to complete the test promptly upon returning to school. Students may not miss another teacher's instructional time to make up a test unless approved by campus administration.

ACADEMIC DISHONESTY, CHEATING, PLAGIARISM, AND UNAUTHORIZED ASSISTANCE

Academic honesty is expected of all students. Students are responsible for submitting their own work and properly crediting the ideas, words, or work of others.

Academic dishonesty includes, but is not limited to:

Copying from another student's work.

Allowing another student to copy work.

Using unauthorized notes, materials, devices, or information during a test or assignment.

Giving or receiving answers during a test, quiz, or assignment.

Submitting duplicate work or work completed by another person.

Submitting work obtained from the internet, another student, a parent, another adult, or any outside source without authorization.

Paraphrasing or using another person's ideas or writing without proper credit.

Copying summaries, reports, or other materials without proper citation.

Talking during a test or assessment when prohibited.

Obtaining or sharing a copy of a test or assessment without permission.

Knowingly checking or grading another student's work incorrectly.

Using artificial intelligence, translation tools, online generators, or digital tools in a manner not authorized by the teacher.

Submitting AI-generated work as the student's own when AI use has not been approved for the assignment.

Plagiarism is the use of another person's words, ideas, images, products, or original work as one's own without giving proper credit. Plagiarism is considered a form of academic dishonesty.

When academic dishonesty is suspected, the teacher may require the student to explain, revise, reproduce, or verify the submitted work. Consequences may include parent contact, a grade penalty, a zero for the assignment, reassessment under teacher supervision, disciplinary referral, or other action in accordance with campus procedures and the Student Code of Conduct.

DHS TESTING POLICY

During classroom tests, semester exams, benchmarks, state assessments, or other secure testing situations, students are expected to follow all testing procedures established by the teacher, campus, district, or testing program.

Students may be required to:

Move backpacks, bags, binders, and personal items to a designated area.

Turn in or store personal communication devices, including phones, tablets, smartwatches, earbuds, headphones, or other electronic devices.

Remain quiet during testing.

Use only approved materials.

Follow all directions from school personnel.

Maintain test security.

Refrain from talking, sharing answers, using unauthorized materials, or accessing prohibited devices.

Violation of testing procedures may result in invalidation of the assessment, academic consequences, disciplinary consequences, parent notification, and any additional action required by the testing program, district, or state assessment rules.

FINAL EXAMS

Final exams may be administered at the end of each semester to students who are not exempt under campus procedures.

Final exam exemptions for the 2026–2027 school year may be based on criteria established by the campus, which may include semester grade, attendance, discipline, course requirements, state testing requirements, or other approved factors.

Final exams will not be given before the scheduled exam dates unless approved by campus administration. An illness verified by a doctor's note or an administrator-approved circumstance may be considered an acceptable reason for a student to miss a semester final exam.

The final exam schedule will be published each semester. Students and parents should review the exam schedule and avoid scheduling appointments, trips, or other nonemergency absences during final exam periods.

GRADING PROCEDURES

Grades are determined, and credit is awarded based on student mastery of the Texas Essential Knowledge and Skills, course standards, and district curriculum expectations.

Nine-week grades may be determined through a combination of major grades, daily grades, assessments, projects, assignments, and other measures of student learning, as established by campus and district grading procedures.

For courses in which tests are weighted, tests may count as a significant portion of the total grade. Teachers will communicate grading expectations to students at the beginning of the course or grading period.

If a student fails the first semester of a two-semester course, the student may be able to average the first and second semester grades to earn final course credit when permitted by district grading policy and course requirements.

Questions about grade calculation should first be addressed with the teacher. If the concern is not resolved, the student or parent may request a conference with the principal in accordance with district complaint procedures.

GRADING SCALE

The district grading scale is:

90–100 = A

80–89 = B

70–79 = C

69 and below = F. Legibility, spelling, grammar, organization, and correct use of language may be considered in student work when appropriate to the assignment or course expectations.

Students transferring to Daingerfield High School with letter grades on their transcripts will have grades converted to numerical equivalents according to district procedures. Unless otherwise provided by district policy, the following conversion scale may be used:

A = 95

B = 85

C = 77

D = 72

F = 65

HONOR ROLL

Honor roll is determined by grades earned during each nine-week grading period. A student must be enrolled as a full-time student to be eligible for honor roll recognition.

To qualify for the A Honor Roll, a student must earn A's in all courses taken during the grading period.

To qualify for the A-B Honor Roll, a student must earn only A's and B's in all courses taken during the grading period.

The actual numerical grade earned will be reported on the report card and official transcript.

SEMESTER GRADES

Semester grades are based on the grading procedures established by the district and campus. When semester exams are administered, they may count as a percentage of the semester grade as determined by campus or district grading procedures.

Semester exams are designed to assess student mastery of course expectations taught during the semester. The final examination schedule will be posted each semester.

Final exams will not be given prior to the scheduled exam dates unless approved by campus administration. Students are expected to be present for semester exams. An illness verified by a doctor's note or another administrator-approved circumstance may be considered an acceptable reason for missing a semester exam.

MEDICINE AT SCHOOL

District employees will not administer prescription medication, nonprescription medication, herbal substances, or dietary supplements to students except as permitted by district policy and law.

Authorized district employees may administer medication when:

The medication is provided by the parent.

The parent provides a written request.

The medication is in the original, properly labeled container.

The medication is administered in accordance with district procedures.

Prescription medication must be provided in the original container with the prescription label. Medication from a properly labeled unit dosage container may be administered when filled by a registered nurse or another qualified district employee from the original, properly labeled container.

Nonprescription medication must be provided by the parent, accompanied by a written request, and kept in the original, properly labeled container.

Herbal or dietary supplements may be administered only when required by a student's Individualized Education Program, Section 504 plan, or as otherwise permitted by law and district policy.

In certain emergencies, the district may maintain and administer nonprescription medication to a student only:

In accordance with guidelines developed by the district's medical advisor; and when the parent has previously provided written consent for emergency treatment on the district's form.

Medication that must be administered during school hours must be provided by the student's parent and kept in the nurse's office unless the student is authorized to possess the medication under law or district policy.

A student with asthma or a severe allergy may be permitted to possess and self-administer prescribed medication at school or school-related events when the required written authorization from the parent and physician or other

licensed health care provider is on file. Parents should contact the school nurse or principal for required forms and procedures.

For more information, see policy FFAC.

OPIOID ANTAGONIST / NALOXONE

If authorized by district policy and procedures, the district may maintain and administer an unassigned opioid antagonist, such as naloxone, in response to a suspected opioid-related emergency. Administration will be handled by authorized personnel in accordance with law, district policy, and medical guidance.

Parents with questions about emergency medication procedures should contact the campus nurse or district administration.

NURSE / CLINIC

Students should report to the clinic when they are ill, injured, or need medical assistance during the school day.

Except in emergencies, students must have permission or a pass to report to the clinic. A student who reports to the clinic without permission may be directed to return to class unless immediate medical attention is needed. Students are responsible for following campus procedures when leaving class for the clinic.

All accidents or injuries occurring at school that require medical attention or result in a significant absence from class should be reported to the nurse or campus office as soon as possible on the day of the incident.

In the event of sudden illness or emergency, the nurse or campus administrator will contact the parent or guardian to determine appropriate next steps. A student who leaves campus due to illness or injury without reporting to the clinic or office and receiving permission may be considered truant or in violation of campus sign-out procedures.

Parents are asked to complete and update the student's emergency health information each school year. This information may include parent contact information, emergency contacts, medical concerns, allergies, medications, and consent for school officials to obtain emergency medical treatment as permitted by law.

As required by state law, vision, hearing, and spinal screenings may be conducted during the school year. Parents with questions about health screenings should contact the school nurse.

PSYCHOTROPIC DRUGS

Teachers and other district employees may discuss a student's academic progress, behavior, or school-related concerns with the student's parent or another appropriate district employee. However, district employees may not recommend the use of psychotropic drugs unless they are authorized to do so under applicable law.

A district employee who is a registered nurse, advanced nurse practitioner, physician, or certified or credentialed mental health professional may recommend that a student be evaluated by an appropriate medical practitioner when appropriate.

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of medication and is intended to alter perception, emotion, mood, or behavior.

For more information, see policy FFAC.

RELEASE OF STUDENTS FROM SCHOOL

Because instructional time is important and required by law, parents are encouraged to schedule medical appointments and other appointments outside the school day whenever possible.

A student who needs to leave school during the day must follow campus sign-out procedures. Parent permission is required before a student may leave campus during the school day, except in emergencies or as otherwise permitted by law.

A student who becomes ill during the school day should, with teacher permission, report to the school nurse or front office. The nurse or administrator will determine whether the student should be sent home and will contact the parent or guardian.

Students may not leave campus during the school day without permission from campus administration or the front office. A student who leaves campus without following sign-out procedures may be considered truant and may receive disciplinary or attendance-related consequences.

Students will be released only to a parent, guardian, or authorized adult listed in the student's records, unless otherwise approved by campus administration.

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

Late Arrival at School: A tardy student may be assigned disciplinary consequences. Repeated tardiness can result in more serious discipline and attendance review. A student arriving fifteen (15) minutes or more after the beginning of a class period may be counted absent for that class period rather than tardy in accordance with district attendance procedures and campus practice. [See 90% Attendance for Credit and Recovery Hours.]

Early Sign Outs: Students may be signed out only by an authorized parent/guardian or approved adult through the front office. Excessive early sign-outs may result in a parent conference, attendance review, required documentation, loss of credit review, truancy prevention measures, and/or an attendance contract. The campus reserves the right to verify the reason for repeated early removals and address attendance concerns under Texas compulsory attendance and 90% attendance-for-credit requirements.

WITHDRAWAL FROM SCHOOL

A student under the age of 18 may be withdrawn from school only by the parent or guardian who enrolled the student, unless otherwise permitted by law or court order.

The campus requests that parents provide at least three school days' notice before withdrawal when possible so that records, grades, textbooks, technology, library materials, and other school documents can be prepared.

A withdrawal form may be obtained through the counselor's office or campus registrar.

On the student's last day of attendance, the withdrawal process may include clearance from:

Classroom teachers for current grades and course status; The library for books or materials; The nurse or clinic for health records or medication; The counselor or registrar for academic records, report cards, and course clearance; The technology department or campus designee for district-issued devices, chargers, hotspots, or other school property; The principal or designee for final campus clearance.

A copy of the withdrawal form will be provided to the parent or student when appropriate, and a copy will be placed in the student's permanent record.

A student who is 18 years of age or older, is married, or has been declared by a court to be an emancipated minor may withdraw without parent signature, unless otherwise restricted by law or court order.

Parents and students should plan for sufficient time to complete the withdrawal process. The process may take one to two hours depending on the student's schedule, records, and clearance needs.

REPORT CARDS AND PROGRESS REPORTS

Report cards are issued to parents or guardians at the end of each grading period. Report cards include the student's grades or performance and may include attendance information for each class or subject.

Progress reports may be issued during a grading period to communicate student progress, academic concerns, missing work, or risk of failure. Parents are encouraged to monitor grades and attendance regularly through the district's parent portal or other approved communication system.

Parents will receive notice when a student's performance is near or below passing, when the student is not meeting expected academic standards, or when a conference is needed.

If a student receives a grade below 70 in any class or subject at the end of a grading period, the parent is encouraged to schedule a conference with the teacher. The campus may also request a conference to discuss academic concerns, interventions, attendance, make-up work, or support options.

Teachers follow grading guidelines approved by the district and campus administration. Grades are intended to reflect student academic achievement for the grading period, semester, or course.

State law provides that a grade issued by a teacher may not be changed unless the board of trustees or designee determines that the grade was arbitrary, contains an error, or was not assigned in accordance with district grading policy. For more information, see policy EIA(LOCAL).

Questions about grade calculation should first be discussed with the teacher. If the concern is not resolved, the student or parent may request a conference with the principal in accordance with district complaint procedures and policy FNG(LOCAL).

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards and must also meet applicable attendance requirements.

STANDARDIZED TESTING AND COLLEGE READINESS ASSESSMENTS

Daingerfield High School encourages students and parents to become familiar with state testing requirements, college readiness assessments, and postsecondary entrance exams. Students should work closely with the school counselor to determine which assessments are needed based on graduation plans, college admission goals, dual credit enrollment, military options, career pathways, and scholarship opportunities.

SAT and ACT: Many colleges, universities, scholarship programs, and postsecondary opportunities may consider scores from the SAT or ACT as part of admission, placement, scholarship, or readiness decisions.

Students are encouraged to speak with the school counselor during their junior year, or earlier when appropriate, to learn about:

SAT and ACT registration; Testing dates and deadlines; Fee waivers, if available; College admission requirements; Scholarship opportunities; Score reporting; Test preparation resources.

The PSAT and other college readiness assessments may help students prepare for the SAT, ACT, scholarships, and postsecondary planning.

Certain scores on the SAT or ACT may qualify a student for a performance acknowledgment on the student's transcript under the Foundation High School Program. In limited circumstances, certain assessment scores may also satisfy or substitute for specific state assessment requirements as permitted by law and Texas Education Agency guidance.

Texas Success Initiative Assessment: Before enrolling in many Texas public colleges, universities, or dual credit courses, students may be required to demonstrate college readiness through the Texas Success Initiative Assessment, also known as the TSI Assessment.

The TSI Assessment is designed to assess readiness in reading, writing, and mathematics for college-level coursework. Students may be required to meet TSI standards before enrolling in certain dual credit courses or postsecondary programs.

Students should contact the school counselor for information about TSI testing, exemptions, waivers, college readiness requirements, and dual credit eligibility.

State-Mandated Assessments: Students will participate in state assessments required by state and federal law.

At the high school level, state End-of-Course assessments are generally administered in:

Algebra I; English I; English II; Biology; United States History; Any other subject required by state or federal law.

State assessment requirements may affect graduation, course planning, accelerated instruction, intervention, and other academic decisions.

For additional information, see policy EKB(LEGAL) or contact the campus counselor.

ASVAB AND MILITARY CAREER EXPLORATION

Daingerfield High School may provide students with information about the Armed Services Vocational Aptitude Battery (ASVAB), military career exploration, and other college, career, and military readiness opportunities.

If the ASVAB is administered, students and parents will receive information about the testing opportunity, purpose, and any available options regarding release of student information to military recruiters in accordance with law and district procedures.

Students should contact the counselor for current testing opportunities, registration procedures, and postsecondary planning resources.

STEROIDS

Parents and students should be aware that state law prohibits students from possessing, dispensing, delivering, or administering anabolic steroids except as prescribed by a physician for a valid medical purpose.

Anabolic steroids are for medical use only. Bodybuilding, muscle enhancement, or increasing muscle bulk or strength through the use of anabolic steroids or human growth hormone by a healthy student is not a valid medical use and may be a criminal offense.

Students participating in UIL athletic competitions may be subject to random steroid testing in accordance with UIL rules and applicable law. Students and parents should contact the athletic director or campus administration for additional information.

PARENT CONTACT INFORMATION AND SCHOOL COMMUNICATIONS

Parents are responsible for providing accurate address, telephone, email, emergency-contact, and authorized-pickup information at enrollment and no later than two weeks after the beginning of each school year. If the information changes during the school year, the parent must provide updated information in writing no later than two weeks after the change. Current information is essential for emergencies, attendance notices, health concerns, discipline notices, and routine school communication.

The district may use telephone calls, automated calls, text messages, email, the parent portal, the district website, social media, or other approved platforms for emergency and nonemergency communication. Standard carrier rates may apply. Emergency messages may address school closures, delays, restricted access, safety threats, severe weather, or other urgent matters.

STUDENT / PARENT COMPLAINTS AND CONCERNS

Daingerfield High School encourages students and parents to resolve questions or concerns as early and respectfully as possible. Most concerns can be addressed through a conversation with the teacher, counselor, coach, sponsor, or campus administrator closest to the concern.

When appropriate, parents should first contact the staff member directly involved. If the concern is not resolved, the parent may contact the campus principal or designee.

For complaints or concerns that cannot be resolved informally, the district has adopted a formal complaint process. Formal complaints are handled in accordance with district policy FNG(LOCAL) and any other policy or procedure that applies to the specific concern.

Some matters may have separate procedures or timelines, including but not limited to:

Student discipline hearings; Bullying reports; Special education concerns; Section 504 concerns; Title IX concerns; Discrimination or harassment complaints; Grade disputes; Transfers; Grievances under applicable parent-rights laws.

Parents may obtain information about the formal complaint process from the campus office, district administration office, or district policy manual.

PARENT COMPLAINTS AND CHAPTER 26A GRIEVANCES

Complaints, concerns, and grievances involving parent rights will be handled in accordance with district policy, including FNG(LOCAL), Education Code Chapter 26A when applicable, and any other procedure that applies to the specific issue.

Parents are encouraged to resolve concerns at the lowest appropriate level when possible. Formal complaint forms, timelines, and appeal procedures are available through the campus office, district administration office, or district policy manual.

Some matters have separate timelines or procedures, including discipline appeals, bullying reports, special education, Section 504, Title IX, discrimination, harassment, transfer requests, and grade-related concerns.

STUDENT RECORDS

Both federal and state law protect student education records from unauthorized inspection, disclosure, or use. Parents and eligible students have rights regarding access to student records.

For purposes of student records, an eligible student is a student who is 18 years of age or older or who is attending an institution of postsecondary education.

Student records may include, but are not limited to:

Attendance records; Grade records; Test scores; Health and immunization records; Disciplinary records; Counseling records; Special program records; Teacher and counselor evaluations; Reports of behavioral patterns; State assessment information; Other records maintained by the district related to the student.

DIRECTORY INFORMATION

Certain general information about students may be designated as directory information and released in accordance with district procedures unless the parent or eligible student objects in writing.

Directory information may include:

Student name; Address; Telephone number; Date and place of birth; Photograph; Participation in officially recognized activities and sports; Weight and height of members of athletic teams; Dates of attendance; Grade level; Enrollment status; Honors and awards received; Most recent school previously attended; Student email address, when designated by the district.

Parents or eligible students may prevent the release of some or all directory information by submitting a written objection to the principal or designated campus official within the timeline established by the district, generally within ten school days of the student's first day of attendance for the school year.

Families living in a shelter for survivors of family violence or trafficking are encouraged to notify district personnel if they have concerns about the release of directory information. Families may wish to opt out of directory information release to reduce the risk of disclosing information that could reveal the location of the shelter or student.

OBJECTING TO RELEASE OF INFORMATION TO MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER EDUCATION

Federal law requires the district to provide certain student contact information to military recruiters and institutions of higher education unless the parent or eligible student submits a written objection. Families who wish to restrict release should complete the district's designated form within the stated annual deadline.

ACCESS TO STUDENT RECORDS

Student education records are confidential and may generally be accessed by:

The student's parent, unless parental rights have been legally terminated and the district has received the court order; The eligible student; District officials with a legitimate educational interest; Schools to which the student transfers or seeks to enroll; Governmental agencies or officials authorized by law; Persons or entities authorized by subpoena, court order, or law; Other persons or agencies when the parent or eligible student has provided written permission, as appropriate.

District officials with a legitimate educational interest may include board members, administrators, teachers, counselors, diagnosticians, nurses, support staff, contractors, consultants, volunteers, or other parties to whom the district has outsourced services or functions, provided the individual needs access to fulfill professional responsibilities for the district.

The district must comply with certain requests from military recruiters and institutions of higher education for student names, addresses, and telephone listings unless the parent or eligible student has advised the district not to release that information without prior written consent.

Records Custodian: The principal or superintendent serves as the records custodian for currently enrolled students, withdrawn students, and graduates, as applicable.

Superintendent's Office 200 Tiger Drive Daingerfield, Texas 75638 Principal's Office 202 Tiger Drive Daingerfield, Texas 75638

INSPECTION, CORRECTION, AND COPIES OF RECORDS

A parent or eligible student may inspect student records during regular school hours. If circumstances prevent inspection during regular hours, the district will either provide a copy of the requested records or make other arrangements for the parent or eligible student to review the records.

The records custodian or designee will respond to reasonable requests for explanation and interpretation of student records.

A parent or eligible student may request correction of a student record if the record is believed to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. If the district denies the request to amend the record, the requestor has the right to request a hearing. If the record is not amended after the hearing, the requestor may place a statement in the student's record commenting on the contested information.

Challenges to grades are handled through the district's grade-related complaint process. A teacher's grade may be changed only as permitted by law and district policy.

Copies of student records may be available for a fee established by district policy or procedure. If a student qualifies for free or reduced-price meals and the parent is unable to review records during regular school hours, one copy of the record may be provided at no charge upon written request.

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not complying with federal student record laws.

The right of access to student records does not extend to all materials. Personal notes maintained by a teacher or school official for personal use and not shared with others, except a substitute or temporary replacement, may not be considered education records and may not be subject to inspection.

SECTION II: CURRICULUM-RELATED INFORMATION

This section of the handbook includes information related to academics, graduation planning, course credit, testing, extracurricular participation, honors, awards, and postsecondary opportunities.

Students and parents are encouraged to review this section carefully, especially when the student is entering ninth grade, transferring to Daingerfield High School, selecting courses, planning for graduation, participating in dual credit or advanced coursework, or preparing for college, military service, technical training, or the workforce.

ACADEMIC PROGRAMS

The school counselor provides students and parents with information about academic programs, course options, graduation requirements, endorsements, advanced coursework, career and technical education pathways, dual credit opportunities, college readiness, and career planning.

Students and parents are encouraged to meet with the counselor when making course selections, reviewing graduation progress, or planning for postsecondary goals.

For more information, see policy EIF.

ACCOUNTABILITY

Daingerfield-Lone Star ISD and each campus are held to accountability standards under state and federal law. The district makes certain reports and information available to the public, including:

The Texas Academic Performance Report, compiled by the Texas Education Agency; The School Report Card for each campus, compiled by the Texas Education Agency; The district's financial management report and financial accountability rating; Required federal report card information; Other accountability, accreditation, and performance information required by law.

Information about accountability reports may be found on the district website at www.dlsisd.org or requested through the district administration office.

HONORS CLASSES

Daingerfield-Lone Star ISD encourages students to set high academic expectations and enroll in challenging coursework when appropriate.

Enrollment in honors, advanced, dual credit, or other higher-level courses may be based on course prerequisites, prior academic performance, teacher recommendation, counselor guidance, state assessment performance, completion of required summer work, student interest, and campus procedures.

Students and parents should review course expectations carefully before enrolling in an honors or advanced course. Students are expected to complete assigned work, meet course standards, and maintain academic integrity.

Requests to enter or exit an honors or advanced course will be reviewed by the counselor and campus administration in accordance with campus procedures.

HONOR GRADUATES

Honor graduates at Daingerfield High School include the valedictorian, salutatorian, and additional students recognized according to district class rank and graduation honor procedures.

Honor graduate status is determined in accordance with district policy, grade point average calculations, course requirements, class rank procedures, and any additional criteria established by the district.

Students and parents should contact the counselor for current honor graduate criteria and class rank information.

NATIONAL HONOR SOCIETY

The National Honor Society recognizes students who meet established standards of scholarship, service, leadership, and character.

A cumulative weighted grade point average may be one requirement for consideration, but GPA alone does not guarantee selection or continued membership. Students must also meet service, leadership, character, conduct, and membership expectations established by the Faculty Council and National Honor Society guidelines.

Students may be eligible for National Honor Society consideration during their junior or senior year according to campus procedures. Students may be considered during the fall or spring semester when eligibility criteria are met.

A student may be a member of National Honor Society and not necessarily be an honor graduate, provided the student meets NHS eligibility and membership requirements.

Continued membership may require maintaining academic, service, leadership, and character standards.

NATIONAL TECHNICAL HONOR SOCIETY

The National Technical Honor Society recognizes student achievement, leadership, service, and character in career and technical education.

Membership may be extended to students enrolled in an approved coherent sequence of Career and Technical Education courses who meet academic, service, class load, behavior, and character expectations established by the campus and organization.

A cumulative weighted grade point average may be required for consideration, but GPA alone does not guarantee membership or continued membership.

Students may be considered for National Technical Honor Society during their junior or senior year according to campus procedures. Continued membership may require maintaining academic, service, leadership, behavior, and character standards.

TEXAS SCHOLARS PROGRAM

The DHS Texas Scholars Program recognizes students who demonstrate excellence through academics, community service, and preparation for postsecondary success.

To be recognized as a Texas Scholar, a student must meet the graduation program, academic, and community service requirements established by the district.

Community service requirements may include:

Completion of the Distinguished Level of Achievement under the Foundation High School Program and at least eight hours of approved community service each year; or Completion of the Foundation High School Program with Distinguished Level of Achievement, at least one performance acknowledgment, and at least eight hours of approved community service each year.

Community service hours used for Texas Scholars may not be the same hours used to satisfy requirements for other campus organizations, including National Honor Society, National Technical Honor Society, or Student Council, unless approved by campus administration.

Students should contact the counselor for Texas Scholars requirements, documentation procedures, and deadlines.

CAREER AND TECHNICAL EDUCATION PROGRAMS

The district offers Career and Technical Education programs designed to help students develop academic, technical, employability, and career-readiness skills.

Programs may include, but are not limited to:

Agriculture Mechanics; AgriScience; Horticulture; Business; Marketing; Computer Information Systems; Computer Programming; Construction Technology; Electrical Trades; Building Maintenance; Family and Consumer Sciences; Culinary Arts; Graphic Communications; Health Science Technology; Media Technology; Automotive Technology; Technical Education; Engineering; Computer-Aided Design.

Admission to Career and Technical Education programs may be based on grade level, prerequisites, program availability, student interest, graduation plan, course sequencing, safety requirements, certification requirements, and scheduling.

Students and parents should contact the counselor for information about available programs, pathways, endorsements, certifications, and course requirements.

CAREER AND TECHNICAL EDUCATION NONDISCRIMINATION NOTICE

Daingerfield-Lone Star ISD offers Career and Technical Education programs without discrimination based on race, color, national origin, sex, disability, age, religion, or any other basis prohibited by law.

Admission to CTE courses or programs may be based on grade level, prerequisites, program availability, course sequencing, safety requirements, certification requirements, and graduation planning. Concerns about access, discrimination, or accommodations should be directed to the counselor, principal, or district administration.

CLASS RANK

A student's grade point average and class rank are determined in accordance with district policy and administrative procedures.

Grade point average may be calculated by dividing the total number of grade points earned by the number of eligible courses for which grades are recorded on the academic achievement record. Grade points are awarded according to the district grade point scale and class rank procedures.

For class rank purposes, eligible semester grades earned in grades 9–12 may be used according to district policy. To determine class rank for graduating seniors, grade points may be calculated through the first semester of the senior year, with second-semester senior grades handled according to district policy and graduation procedures.

The valedictorian is the eligible student with the highest qualifying grade point average. The salutatorian is the eligible student with the second-highest qualifying grade point average. If the student with the highest or second-highest GPA does not meet all eligibility requirements, the next highest-ranking eligible student may receive the honor.

To be eligible for valedictorian or salutatorian honors, a student must:

Meet all graduation requirements; Have been continuously enrolled at Daingerfield High School for the two school years immediately preceding graduation; Graduate at the end of the regular school year; and meet all additional requirements established by district policy.

A student who graduates early, at the conclusion of the first semester, or during the summer may not be eligible for valedictorian, salutatorian, or top ten recognition unless otherwise permitted by district policy.

In the event of a tie for valedictorian or salutatorian, with grade point averages rounded according to district procedures, tie-breakers may be applied in the following order:

Calculate the weighted GPA for each student involved in the tie using eligible semester grades earned after completion of grade 10; Count the number of higher-level weighted courses taken by each student involved in the tie during grades 9–12; If the tie is not resolved, the district may recognize all students involved in the tie as sharing the honor and title.

Students and parents should contact the counselor for current district class rank procedures, GPA weighting, eligible courses, and graduation honor requirements.

CLASS SCHEDULES AND SCHEDULE CHANGES

Schedule changes are discouraged once schedules are finalized. Students should carefully review course selections during the course request and verification process.

Requests for schedule changes should be submitted as soon as possible and generally within the first three school days of each semester, unless a campus administrator approves an exception.

Schedule changes may be considered for the following reasons:

Completion of a scheduled course by alternate means, such as credit by exam, summer school, correspondence, or college credit; Level changes, such as moving from an advanced or honors course to an on-level course or from an on-level course to an advanced course when appropriate; Failure to meet a prerequisite for a scheduled course; Need for a senior to enroll in a course required for graduation; Removal or cancellation of a scheduled course from the master schedule;

Correction of a scheduling error; Administrative placement based on student need, course availability, or graduation requirements; Exceptional circumstances reviewed by the counselor and approved by the principal.

Credit may be affected when a student enters or changes a course after a significant portion of the semester has been missed. Students and parents should consult with the counselor before requesting a schedule change.

COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID

The counselor will provide information about college and university admissions, automatic-admission requirements, financial aid, scholarships, application deadlines, entrance examinations, and postsecondary planning. Admission rules and automatic-admission percentages may change; students are responsible for confirming current requirements with the institution they plan to attend.

The district will provide required notices concerning automatic college admission, curriculum requirements connected to financial aid, the Texas First Early High School Completion and Scholarship programs, and other state financial-aid opportunities. Students and parents should contact the counselor early to review eligibility and deadlines.

COLLEGE CREDIT, DUAL CREDIT, AND THE FAST PROGRAM

Students may earn college credit through approved dual-credit, articulated-credit, advanced-placement, college-preparatory, career and technical education, or other district-approved opportunities. Eligibility, tuition, fees, prerequisites, attendance, textbooks, transportation, and credit transferability vary by course and institution.

Under the Financial Aid for Swift Transfer (FAST) program, an eligible educationally disadvantaged student may be able to enroll at no cost in qualifying dual-credit courses at a participating institution. The counselor will determine eligibility and explain current requirements. Students should also confirm whether a college or university will accept a particular course toward the student's intended degree plan.

COLLEGE VISITATION

Juniors and seniors may be allowed up to two college visitation days each school year when the visit is approved in advance and properly documented.

To request a college visitation day, the student must:

Obtain the required form from the attendance office or designated campus office; Have the form signed by a parent or guardian; Return the form by the campus deadline, generally no later than 2:00 p.m. the school day before the visit; Attend the approved college visit; Submit official documentation from the college or university after the visit.

Documentation must be on official college or university letterhead or another approved format and must include the date of the visit and confirmation from a college official.

Documentation must be submitted within three school days after the student returns to school. If documentation is not submitted on time, the absence may be recorded as an absence under campus attendance procedures.

College visitation days must be completed by May 15, 2027, unless otherwise approved by campus administration.

Students attending local college activities or visits that do not require a full school day may be required to make alternate arrangements and may not qualify for a full college visitation day.

COMPUTER RESOURCES AND TECHNOLOGY USE

The district provides technology resources to support instruction, learning, communication, research, and college and career readiness. Use of district technology resources is a privilege and must be consistent with educational purposes, district policy, the student acceptable use agreement, and the Student Code of Conduct.

District technology resources may include:

Computers; Laptops; Tablets; District networks; Internet access; District email; Learning management systems; Online instructional platforms; Software applications; District-issued devices; Other digital tools approved by the district.

Students may use district technology resources only for approved school-related purposes and under the supervision or direction of school personnel.

Students and parents may be required to sign an acceptable use agreement before a student is issued access to district technology resources. Violation of the acceptable use agreement, district policy, or campus technology expectations may result in withdrawal of technology privileges, disciplinary action, restitution for damages, or other consequences.

Students and parents should understand that use of district technology resources is not private. District email, internet use, network activity, files, messages, device use, and other digital activity may be monitored, reviewed, accessed, or disclosed by district personnel as permitted by law and district policy.

For additional information, see policy CQ and the district acceptable use agreement.

DISTANCE, VIRTUAL, AND REMOTE INSTRUCTION

The district may offer or approve distance-learning, virtual, hybrid, or remote instructional opportunities when permitted by law and district program availability. Participation may require eligibility review, parent consent, technology access, attendance verification, academic progress, and compliance with program rules.

Virtual or remote participation is not automatically available in every course or circumstance. Students and parents should contact the counselor or principal before enrolling in an outside online course or making plans that depend on virtual instruction.

COUNSELING

ACADEMIC COUNSELING

The school counselor is available to assist students and parents with academic planning, course selections, graduation requirements, endorsements, credit recovery, dual credit, early graduation, college and career readiness, military options, technical training, scholarship opportunities, and postsecondary planning.

Each spring, students in grades 8–11 may receive information about anticipated course offerings for the following school year. Students and parents should use this information to make thoughtful course selections aligned with graduation requirements, student interests, career goals, and postsecondary plans.

Students are encouraged to meet with the counselor regularly to review graduation progress, course credits, assessment requirements, endorsement pathways, and plans.

The counselor may also provide information about entrance exams, college application deadlines, automatic admission requirements, financial aid, housing, scholarships, and other postsecondary resources.

PERSONAL COUNSELING

The school counselor is available to assist students with a variety of personal, social, emotional, family, behavioral, academic, and substance abuse concerns.

The counselor may provide short-term support, campus-based interventions, and referrals to community resources when appropriate.

The school will not conduct a psychological examination, test, or treatment without prior written parental consent unless required or permitted by state or federal law, including special education requirements or child abuse investigations and reports.

For additional information, see policy FFE(LEGAL) and related district procedures.

TUTORIALS, ACCELERATED INSTRUCTION, AND REQUIRED SUPPORT

Teachers and administrators may recommend or require tutorials, accelerated instruction, intervention, credit recovery, or other academic support when a student is failing, at risk of failing, missing required skills, or has not performed satisfactorily on a state assessment.

The campus will make reasonable efforts to schedule support so that students are not unnecessarily removed from other instruction. Students are expected to attend assigned support sessions and complete required work. Failure to attend a required program may affect grades, course credit, attendance, or discipline when permitted by law and district policy.

CREDIT BY EXAM

Credit by exam may provide students an opportunity to earn credit for a course or subject in accordance with district policy and state requirements.

Students and parents should contact the school counselor for testing dates, registration deadlines, eligibility requirements, fees if applicable, passing standards, and approved testing options.

STUDENT HAS TAKEN THE COURSE

A student who has received prior instruction in a course or subject but did not receive credit may be permitted to earn credit by passing an exam that assesses the required knowledge and skills for the course or subject.

Eligibility may be determined by the teacher, counselor, principal, attendance committee, or district administration based on district policy and the student's circumstances.

To receive credit, the student must earn a score of at least 70 on the exam, unless a different standard is required by law or district policy.

A student may be responsible for the cost of the exam when permitted by policy.

If a student plans to take a credit by exam assessment, the student or parent must register with the school counselor by the required deadline, generally no later than 30 days before the scheduled testing date.

The attendance review committee may offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. However, a student may not use this exam to regain eligibility to participate in extracurricular activities.

For additional information, see policies EHDC and EEJA.

STUDENT HAS NOT TAKEN THE COURSE

A student who has not received prior instruction in a course or subject may be permitted to take an exam for acceleration to earn course credit.

To receive credit, the student must earn the passing score required by state law and district policy. The district will not honor a parent request to administer an exam purchased by the parent from a state-approved university on a date other than district-approved testing dates.

There is generally no cost to the student for credit by exam for acceleration when the exam is administered under district procedures.

If a student plans to take an exam for acceleration, the student or parent must register with the school counselor by the required deadline, generally no later than 30 days before the scheduled testing date.

For additional information, see policy EEJB.

Electronic Devices and Technology Resources (All Grade Levels) Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

PERSONAL COMMUNICATION DEVICES: QUICK REFERENCE

DHS prohibits student use of personal communication devices on school property during the school day unless an approved exception applies. Devices must be off, securely stored, out of sight, and not on the student's person. This includes passing periods, lunch, assemblies, restrooms, and other noninstructional times on school property. The complete rule, exceptions, confiscation procedures, and consequences are provided in Section III under "House Bill 1481: Personal Communication Devices, Telecommunications Devices, and Other Electronic Devices."

Students needing to contact a parent must use the campus office or obtain staff permission. Parents needing to contact a student during the school day should contact the campus office.

TECHNOLOGY RESOURCES, SYSTEM ACCESS, AND ACCEPTABLE USE

The district provides technology resources to support instruction, learning, communication, research, college and career readiness, and school operations. Use of district technology is a privilege and must be consistent with educational purposes, district policy, administrative procedures, the district's acceptable use agreement, and the Student Code of Conduct.

District technology resources may include, but are not limited to:

District computers, laptops, tablets, and other devices; District networks and internet access; District email accounts; Learning management systems; Online instructional platforms; Software applications and digital tools; District-issued devices, chargers, hotspots, or accessories; Printers, scanners, and other equipment; Any other technology resource provided or approved by the district.

Students may use district technology resources only for approved school-related purposes and under the direction or supervision of school personnel.

Students and parents may be required to sign a separate acceptable use agreement before a student is issued access to district technology resources. Violation of the acceptable use agreement, district policy, administrative procedures, campus expectations, or the Student Code of Conduct may result in withdrawal of technology privileges, disciplinary action, restitution, loss of access, or other appropriate consequences.

For additional information, see policy CQ, the district's acceptable use agreement, and the Student Code of Conduct.

SUSPENSION OR REVOCATION OF SYSTEM ACCESS

The district may suspend, restrict, or revoke a student's access to district technology resources when the student violates district policy, administrative procedures, the acceptable use agreement, campus expectations, or the Student Code of Conduct.

A student's access may be suspended or revoked immediately when necessary to protect student safety, district systems, data security, the integrity of instruction, or the orderly operation of the school.

Suspension or revocation of system access may be effective on the date the principal, campus administrator, technology coordinator, or other authorized district official becomes aware of the violation, or on a later date specified by the district.

Loss of technology access does not excuse a student from completing required assignments. When appropriate, the campus may provide alternate methods for completing academic work.

NO EXPECTATION OF PRIVACY ON DISTRICT TECHNOLOGY

Students and parents should understand that use of district technology resources is not private.

The district may monitor, access, review, search, copy, disclose, or preserve information created, sent, received, stored, accessed, or displayed using district technology resources as permitted by law and district policy.

This may include, but is not limited to:

Internet activity; District email; Files and documents; Messages and communications; Device activity; Network activity; Search history; Use of district software or platforms; Data stored on district-issued devices or systems.

Students should not use district technology resources to create, access, store, send, or display content they would not want reviewed by school personnel.

CONSEQUENCES FOR IMPROPER TECHNOLOGY USE

Improper, unethical, unsafe, disruptive, or illegal use of district technology resources may result in disciplinary consequences consistent with the Student Code of Conduct and applicable law.

Consequences may include, but are not limited to:

Warning or redirection; Parent or guardian notification; Loss of technology privileges; Restricted access to district systems; Removal from a device or platform; Restitution for damage, repair, replacement, or system restoration costs; Detention, In-School Suspension, Out-of-School Suspension, DAEP placement, expulsion review, or other disciplinary action when appropriate; Referral to law enforcement when required or appropriate.

The district will cooperate with local, state, or federal officials in investigations involving misuse of district technology resources, computer systems, networks, electronic communications, or data.

Improper use may also involve violations of the Texas Penal Code, including computer-related offenses, or other state or federal laws.

UNACCEPTABLE AND INAPPROPRIATE USE OF TECHNOLOGY RESOURCES

Students are prohibited from using district technology resources, district networks, district devices, or personal devices used in connection with school activity to create, possess, send, forward, post, access, display, download, share, or distribute content that is inappropriate, unsafe, disruptive, or illegal.

Prohibited use includes, but is not limited to:

Abusive, obscene, vulgar, profane, sexually oriented, threatening, harassing, discriminatory, or intimidating messages or content; Content that damages another person's reputation; Bullying, cyberbullying, harassment, or retaliation; Threats toward students, staff, the school, or district property; Images, videos, or messages involving fights, humiliation, bullying, harassment, threats, or school disruption; Content involving nudity, sexual acts, sexually explicit conduct, or lewd behavior;

Possession, sharing, or distribution of obscene, sexually oriented, lewd, or otherwise illegal images or content; Content promoting violence, weapons, alcohol, tobacco, vaping, drugs, controlled substances, gang activity, hate speech, or self-harm; Unauthorized recording, photographing, posting, or sharing of students, staff, classroom activities, testing materials, discipline situations, or private areas;

Accessing, bypassing, or attempting to bypass district filters, security settings, network restrictions, or monitoring systems; Using another person's login, password, account, or identity; Sharing passwords or allowing another person to use an assigned account; Attempting to gain unauthorized access to district systems, data, records, accounts, or networks; Downloading or installing unauthorized software, apps, extensions, games, files, or programs;

Using district technology for personal business, commercial purposes, political campaigning, gambling, fraud, or illegal activity; Using district technology in a manner that disrupts instruction, school operations, network performance, or the rights of others.

This prohibition may also apply to off-campus conduct using district-owned or personally owned devices if the conduct results in a substantial disruption to the educational environment, interferes with the rights or safety of students or staff, or violates the Student Code of Conduct.

SEXTING, INAPPROPRIATE IMAGES, AND DIGITAL SAFETY

Students are prohibited from taking, possessing, requesting, creating, sending, forwarding, posting, sharing, or distributing nude, sexually oriented, lewd, obscene, or otherwise inappropriate images, videos, messages, or content.

This includes conduct commonly referred to as sexting, whether the content is created, sent, stored, shared, or received through:

Cell phones; Social media; Group chats; Text messages; Email; District technology resources; Personal devices; Cloud storage; Any other electronic communication method.

Students involved in this type of conduct may be disciplined in accordance with the Student Code of Conduct. The district may also notify parents, require educational intervention, restrict technology access, confiscate devices when permitted, preserve evidence, or refer the matter to law enforcement when required or appropriate.

Because inappropriate digital conduct can lead to bullying, harassment, criminal consequences, emotional harm, and long-term personal consequences, parents are encouraged to discuss digital safety, responsible communication, and appropriate online behavior with their children.

VANDALISM AND DAMAGE TO TECHNOLOGY RESOURCES

Any attempt to damage, destroy, disable, alter, misuse, or interfere with district technology resources is prohibited.

Technology vandalism may include, but is not limited to:

Damaging district devices, chargers, hotspots, keyboards, screens, cases, or accessories; Removing or altering asset tags, labels, settings, or security features; Damaging or deleting district files, data, software, or accounts; Uploading, creating, or spreading viruses, malware, harmful code, or unauthorized programs; Attempting to disrupt or degrade network performance; Attempting to bypass district filters, firewalls, security systems, or monitoring tools;

Intentionally interfering with another user's access, work, files, account, or data; Misusing district equipment or network resources in a way that creates damage, disruption, or security risk.

Technology vandalism may result in disciplinary consequences, loss of technology privileges, restitution for repair or replacement costs, and referral to law enforcement when appropriate.

For additional information, see policies DH, CQ, FN series, FO series, and the Student Code of Conduct.

INFORMATION CONTENT AND THIRD-PARTY INFORMATION

Students and parents should understand that, despite the district's use of technology protection measures as required by law, use of technology resources may provide access to information, websites, platforms, or electronic communications that contain inaccurate, inappropriate, offensive, or objectionable material.

A student who accidentally accesses inappropriate or objectionable material should immediately stop accessing the material and report the incident to the supervising teacher or appropriate staff member.

A student who knowingly accesses, brings, stores, shares, sends, displays, or distributes prohibited material through the district's electronic environment may be subject to suspension or revocation of technology privileges and disciplinary action in accordance with the Student Code of Conduct.

The district is not responsible for the accuracy or quality of information obtained through internet resources or third-party platforms.

TECHNOLOGY SYSTEM DISCLAIMER

The district's technology system is provided on an "as is" and "as available" basis.

The district does not guarantee that technology resources, internet access, software, platforms, or digital services will be uninterrupted, error-free, secure, or free from defects.

The district does not guarantee that district technology resources will meet every user's needs or that defects will be corrected immediately.

Opinions, advice, services, statements, or other information expressed by users, information providers, service providers, or third-party individuals through the system are those of the individual or provider and do not necessarily represent the district.

The district will cooperate with local, state, or federal officials in investigations involving misuse of the district's electronic communications systems, devices, networks, data, or technology resources.

BREACH OF COMPUTER SECURITY

Students may not use district technology resources to access, acquire, create, possess, send, forward, download, upload, or distribute obscene, offensive, threatening, disruptive, illegal, or objectionable material.

Students may not attempt to gain unauthorized access to district systems, data, accounts, networks, devices, or records. Students may not interfere with district technology security, monitoring, filtering, or network operations.

Access to internet sites and use of district technology may be monitored and tracked by authorized district personnel.

A breach of computer security or attempted breach may result in loss of technology privileges, disciplinary action, restitution, and referral to law enforcement when required or appropriate.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-sponsored and school-related activities is an opportunity for students to develop talents, build relationships, strengthen leadership skills, represent the school, and receive recognition. Participation in extracurricular activities, clubs, and organizations is a privilege, not a right.

Student participation may be governed by:

State law; University Interscholastic League rules; District policy; Campus procedures; Organization constitutions or bylaws; Sponsor, coach, or director expectations; The Student Code of Conduct.

Students participating in extracurricular activities are expected to represent Daingerfield High School with integrity, responsibility, sportsmanship, and respect. Students may be held to behavior and participation expectations that are higher than the minimum expectations for the general student body.

EXTRACURRICULAR ELIGIBILITY

State law and UIL rules govern eligibility for many extracurricular activities.

A student who receives a grade below 70 at the end of a grading period in any academic class, other than a course identified as exempt under state or district rules, may be ineligible to participate in extracurricular activities for at least three school weeks.

An ineligible student may generally practice or rehearse, but may not participate in competitions, performances, contests, public performances, or other restricted extracurricular activities during the ineligibility period unless permitted by law or UIL rules.

A student with a disability who fails to meet the standards in the student's Individualized Education Program may be ineligible for at least three school weeks, as determined in accordance with applicable law and district procedures.

Students who assist with extracurricular activities, including student managers, trainers, photographers, scorekeepers, statisticians, stage crew, or similar support roles, may also be required to meet eligibility requirements.

Students and parents should contact the coach, sponsor, director, counselor, or campus administration for questions about eligibility, grade checks, exemptions, regain dates, and participation restrictions.

EXTRACURRICULAR ABSENCES

Students may be allowed a limited number of absences for participation in approved extracurricular activities and public performances.

The UIL continues to strongly encourage districts to follow the former 10/5/2 absence structure: up to ten absences through district competition, up to five absences for post-district competition, and up to two additional absences for state competition. Districts may apply local procedures consistent with state law, UIL rules, and district policy.

A student who misses class for an activity that has not been approved may receive an unexcused absence.

Students are responsible for completing make-up work for classes missed because of extracurricular participation. Participation in extracurricular activities does not excuse a student from academic responsibilities.

ORGANIZATION RULES AND STANDARDS OF CONDUCT

Sponsors, coaches, directors, and organization leaders may establish rules and standards of behavior for participation in student organizations, teams, clubs, and performing groups.

These rules may include expectations for:

Attendance; Practice or rehearsal; Academic performance; Conduct in and out of school; Sportsmanship; Social media use; Travel; Uniforms; Leadership responsibilities; Community representation; Eligibility for awards or honors; Removal from a position, performance, team, or organization.

Examples of organizations that may establish additional standards include, but are not limited to:

Athletics; Band; Choir; Cheer; Tiger Belles; Student Council; National Honor Society; National Technical Honor Society; UIL Academics; Theater; Career and Technical Student Organizations; Other approved clubs or student groups.

If a violation of organization rules also violates school rules, the student may receive consequences under the organization's rules and under the Student Code of Conduct.

For additional information, see policies FM, FO, organization bylaws, and sponsor expectations.

A student must be in good standing with an organization to earn honors, awards, letters, recognition, leadership positions, or other benefits associated with membership or participation.

FORMING OR CONTINUING STUDENT ORGANIZATIONS

Students or staff interested in forming a new student organization must first discuss the proposed purpose, goals, bylaws, membership expectations, sponsor availability, meeting schedule, and campus impact with the principal or designee.

A student organization must have:

Principal approval; A school-approved purpose; A faculty sponsor; Bylaws or operating procedures when required; A regular meeting schedule; Compliance with district policy and campus procedures.

An organization's approval or charter may be revoked for reasons including, but not limited to:

Lack of a faculty sponsor; Failure to hold regular meetings; Failure to follow approved bylaws or procedures; Violation of district policy or campus expectations; Conduct that disrupts school operations or creates a safety concern.

Sponsors will provide organization rules and expectations to members and to the principal or designee.

PRACTICE AND REHEARSAL LIMITATIONS

Practice and rehearsal for extracurricular activities shall comply with state law, UIL rules, and district procedures.

For each extracurricular activity, students are limited to a maximum of eight hours of practice or rehearsal outside the school day per school week, unless an exception is permitted by law or UIL rules. A school week begins at 12:01 a.m. on Monday and ends at the conclusion of instruction on Friday.

Practice is not permitted on Sunday.

Any time connected to a practice or rehearsal outside the school day may count toward the eight-hour limit when required by UIL or state rules. Students and parents should contact the coach, sponsor, director, or campus administration with questions about practice limits.

A student who exceeds the permitted practice or rehearsal allotment may be restricted from participating in the next performance, contest, or activity as required by rule or determined by campus administration.

SECRET SOCIETIES

Secret societies and organizations are prohibited.

A secret society may include an organization in which membership is based on a decision of the members rather than the free choice of qualified students, or an organization that operates in a manner inconsistent with district policy, campus procedures, safety expectations, or school supervision requirements.

Students may not organize, participate in, or recruit for secret societies or unauthorized groups that interfere with school operations, create safety concerns, or violate the Student Code of Conduct.

HAZING, INITIATIONS, AND GROUP PRESSURE

Hazing is prohibited in connection with any school organization, team, club, class, activity, leadership group, or informal student group, whether the conduct occurs on or off campus. A student's consent does not make hazing acceptable. Prohibited conduct may include physical mistreatment, forced consumption, sleep deprivation, humiliation, threats, coercion, dangerous tasks, sexualized conduct, property damage, online harassment, or any initiation that creates a risk of harm or substantially disrupts school.

Students may not organize, participate in, encourage, conceal, record for promotion, or retaliate against someone who reports hazing. Students should report suspected hazing immediately to a coach, sponsor, counselor, administrator, or other trusted adult. School discipline, removal from the organization, UIL or organization consequences, and law-enforcement reporting may apply.

GRADE CLASSIFICATION AND GRADUATION CREDIT REQUIREMENTS

At-a-Glance: Grade Classification and Graduation Credits		
After ninth grade, students are classified according to the number of state credits earned toward graduation. Grade level classification occurs on August 1 of each school year.		
Grade Classification		
Sophomore		6 State Credits
Junior		13 State Credits
Senior		20 State Credits
Foundation Graduation Program Credit Requirements		
Course Area	Foundation Graduation Program	Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language Other Than English***	2	2
Fine Arts	1	1
Locally Required Courses	1 credit in Tech App	1 credit in Tech App
Electives	5	7
TOTAL	22 credits	26 credits

Note: Students and parents should verify current graduation plan requirements, endorsement requirements, transfer credits, assessment requirements, and individual circumstances with the school counselor.

GRADUATION

Diploma Requirements

To receive a high school diploma from Daingerfield-Lone Star ISD, a student must meet all graduation requirements established by state law, the Texas Education Agency, district policy, and the student's graduation plan.

Graduation requirements may include:

Earning the required number of state and local credits; Completing required courses; Meeting endorsement or distinguished level of achievement requirements, when applicable; Satisfying required state assessment requirements; Meeting attendance requirements for credit; Completing any additional requirements established by law, district policy, or the student's individualized graduation plan.

Students and parents are encouraged to meet regularly with the school counselor to review graduation progress, credits, assessment requirements, endorsement status, and postsecondary plans.

State Assessment Requirements and Individual Graduation Committees

Students are generally required to meet state End-of-Course assessment requirements to graduate.

In limited circumstances, a student who has failed to demonstrate satisfactory performance on no more than two required End-of-Course assessments may still be eligible to graduate if an Individual Graduation Committee is convened and unanimously determines, in accordance with state law, that the student is qualified to graduate.

The Individual Graduation Committee process is governed by Texas Education Code Section 28.0258, Texas Education Agency guidance, district procedures, and applicable documentation requirements.

Students and parents should contact the school counselor for information about End-of-Course requirements, retesting opportunities, accelerated instruction, Individual Graduation Committee eligibility, and graduation planning.

Graduation Expenses

Students and parents may incur expenses related to graduation traditions, including but not limited to invitations, senior rings, caps and gowns, senior pictures, senior activities, and other optional items.

Because some expenses may occur during the junior year or early in the senior year, students and parents should carefully monitor academic progress, credits, attendance, state assessment requirements, and graduation status before making graduation-related purchases.

Participation in graduation activities does not guarantee that a student has met all graduation requirements. A diploma will be awarded only when all graduation requirements have been satisfied.

Graduation Programs

Students entering grade 9 are required to enroll in the Foundation High School Program with an endorsement unless a different graduation plan is permitted by law and approved through the required process.

Permission to graduate under the Foundation High School Program without an endorsement may be granted only after the student's sophomore year and only if an agreement is reached among the student, the student's parent or person standing in parental relation, and the school counselor or appropriate administrator, as required by law.

A student may amend the student's personal graduation plan after the initial confirmation with required parent permission and counselor or administrator review.

The school counselor will assist students and parents in determining the graduation plan, endorsement pathway, course sequence, and postsecondary preparation that best supports the student's goals.

For more information, see policy EIF(LEGAL) and contact the school counselor.

GRADUATION CEREMONY PARTICIPATION AND SENIOR CONDUCT

Earning a diploma and participating in the graduation ceremony are separate matters. A student who has completed graduation requirements will receive the diploma as provided by law and district procedure. Participation in commencement, senior activities, rehearsal, or related ceremonies is a privilege that may be conditioned on compliance with safety, dress, rehearsal, conduct, and security expectations as permitted by Board policy and the Student Code of Conduct.

Students may not bring unauthorized items onto the ceremony floor, alter approved attire in a disruptive or unsafe manner, stage pranks, make threatening or obscene displays, interrupt the ceremony, or refuse staff directions. Campus administration may remove a participant or restrict participation when permitted by policy. Questions regarding graduation participation should be raised before rehearsal or the ceremony.

TEXAS FIRST EARLY HIGH SCHOOL COMPLETION PROGRAM

Students who demonstrate early college readiness and meet state eligibility criteria may be eligible for the Texas First Early High School Completion Program and related scholarship opportunities.

Interested students and parents should contact the counselor as early as possible to review eligibility, assessment requirements, graduation planning, endorsement implications, scholarship requirements, and postsecondary admissions considerations.

Students Receiving Special Education Services

A student receiving special education services may graduate and receive a high school diploma when the student has satisfied graduation requirements under state law, district policy, and the student's Individualized Education Program. The student's Admission, Review, and Dismissal committee will make decisions regarding graduation requirements, curriculum modifications, assessment requirements, transition planning, and services in accordance with state and federal law.

A student receiving special education services may earn an endorsement under the Foundation High School Program. If the student's curriculum requirements for the endorsement have been modified, the ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee will also determine whether the student must perform satisfactorily on any End-of-Course assessment to earn an endorsement.

Participation in graduation ceremonies or receipt of a certificate of attendance will be handled in accordance with state law, district policy, ARD committee decisions, and campus procedures.

For more information, contact the school counselor, special education director, or campus administrator. See policy FMH(LEGAL).

ACCEPTABLE USE OF DISTRICT TECHNOLOGY

All district technology resources are provided for educational purposes. Students are expected to use district technology in a safe, responsible, respectful, ethical, and lawful manner.

Students must follow:

District policy; The district acceptable use agreement; Teacher and campus directions; The Student Code of Conduct; Applicable state and federal law.

Students are expected to use good judgment when using technology. Students should be safe, appropriate, careful, respectful, and responsible. Students should not attempt to bypass technology protection measures, access prohibited content, misuse district systems, damage equipment, or use technology in a manner that disrupts learning or school operations.

Use of district technology for personal political campaigning, advocating for or against a candidate, officeholder, political party, political position, measure, or proposition is prohibited. Research or electronic communication regarding political issues or candidates may be permitted when directly related to an approved instructional assignment.

For additional information, see policy CQ, policy CY, the district acceptable use agreement, and the Student Code of Conduct.

WEB ACCESS AND INTERNET FILTERING

The district provides access to the internet, websites, digital resources, online tools, and instructional platforms to support teaching and learning.

Internet access will be filtered and restricted in accordance with the Children's Internet Protection Act, district policy, and campus procedures. Web browsing, internet searches, access attempts, and online activity may be monitored, reviewed, and retained by the district as permitted by law and policy.

Students are expected to respect internet filtering and safety measures. Students may not attempt to bypass, disable, avoid, or interfere with web filters, security settings, monitoring systems, or other technology protection measures.

If a website is blocked and the student believes access is needed for an educational purpose, the student should notify the teacher or follow district procedures for requesting review by technology staff.

CYBERSECURITY, ONLINE SAFETY, FILTERING, AND SOFTWARE CONSENT

The district considers parents and guardians partners in cybersecurity and online safety. Students are expected to use district technology, internet access, online platforms, and software applications safely, responsibly, and only for approved educational purposes.

The district will use internet filtering, monitoring, and other safeguards consistent with state and federal law to help protect students from harmful or inappropriate material and excessive data collection. Students may not bypass filters, disable security settings, or use unauthorized applications or software.

When direct and informed parental consent is required for student use of certain software, applications, or assessments, including software that conducts mental health assessments or collects information unrelated to the educational curriculum, the district will seek consent in accordance with law and district procedures.

Parents with questions or concerns about student technology use, online safety, cybersecurity, filtering, or software consent should contact the campus office or district technology department.

EMAIL AND DIGITAL COMMUNICATION

The district may provide students with district email accounts or other digital communication tools for school-related use. Availability and use of email or communication tools will be based on district policy, grade level, instructional need, and campus procedures.

If a student is provided a district email account or digital communication access, the student must use it responsibly and for approved school-related purposes.

Students should:

Use appropriate, respectful, school-appropriate language; Communicate only as permitted by district policy, campus procedures, or teacher direction; Avoid sharing personal, confidential, or sensitive information; Avoid opening files or links from unknown or untrusted sources; Report suspicious messages, threats, inappropriate content, or safety concerns to a teacher or staff member;

Understand that district email and digital communication may be monitored, reviewed, archived, and disclosed as permitted by law.

Students may not use district email or communication tools to send, post, access, or distribute messages or content that are obscene, vulgar, profane, harassing, threatening, sexually oriented, sexually explicit, pornographic, discriminatory, offensive, harmful, illegal, or disruptive to the school environment.

SOCIAL MEDIA, WEB 2.0 TOOLS, AND COLLABORATIVE CONTENT

The district may provide access to approved websites, online platforms, digital tools, or collaborative systems that allow communication, collaboration, sharing, messaging, posting, or digital content creation.

Students are expected to follow the same standards of behavior online that are required in person.

Posts, chats, comments, shared files, messages, documents, images, videos, and other digital activity may be monitored, reviewed, retained, or disclosed by the district as permitted by law and district policy.

Students should not share personally identifying information about themselves, other students, staff, or families unless authorized by the district and appropriate for the instructional purpose.

Students may not use district-approved tools or platforms to bully, harass, threaten, embarrass, intimidate, impersonate, exclude, retaliate against, or harm another person.

DISTRICT-ISSUED MOBILE DEVICES

The district may issue mobile computers, tablets, laptops, hotspots, or other devices to students to support instruction and learning at school or outside the classroom.

Students must follow the same acceptable use expectations when using district-owned devices off campus as when using them on campus or on the district network.

Students are expected to treat district-issued devices with care. Students must not damage, alter, misuse, disable, remove labels from, or attempt to repair district-owned devices without authorization.

Students must immediately report loss, theft, damage, malfunction, or security concerns involving a district-issued device to a teacher, campus administrator, or technology staff member.

Students and parents may be financially responsible for damage, loss, or replacement costs resulting from negligence, intentional damage, or misuse, as permitted by district policy.

Use of district-issued devices may be monitored, reviewed, accessed, or tracked by the district as permitted by law and policy.

TECHNOLOGY SECURITY

Students are expected to take reasonable precautions to protect the security of district technology resources.

Students may not:

Open, download, or distribute files, links, programs, or attachments from unknown or untrusted sources; Create, upload, install, or spread viruses, malware, harmful code, or unauthorized programs; Attempt to remove viruses or security threats without assistance from district technology staff; Attempt to gain unauthorized access to any computer, account, device, system, server, database, or network;

Attempt to change, disable, bypass, or destroy district equipment, data, files, accounts, email, security settings, or monitoring systems; Use another person's account, login, password, or identity; Share passwords or allow unauthorized users to access district systems; Disclose, use, or distribute personal or confidential information about students, employees, or families.

Any suspected virus, malware, security threat, unauthorized access, or technology malfunction should be reported immediately to a teacher, campus administrator, or technology staff member.

DOWNLOADS AND SOFTWARE INSTALLATION

Students may not download, install, or run unauthorized programs, applications, executable files, games, extensions, or software on district devices or through the district network without permission from district technology staff.

Students may download files such as documents, images, or videos only when needed for an approved educational purpose and only from reputable, appropriate sources.

Students may not install personal software on district equipment or violate district software licensing agreements.

For more information, see policy CY(LOCAL) and district technology procedures.

DIGITAL CITIZENSHIP AND NETIQUETTE

Students are expected to use the internet, district networks, online platforms, and digital communication tools courteously and respectfully.

Students should:

Use respectful and school-appropriate language; Think before posting, sharing, sending, or forwarding content; Use reliable and appropriate sources for research; Protect personal information; Respect the privacy and rights of others; Avoid posting content that could harm themselves or others; Remember that digital content may be permanent, searchable, copied, forwarded, screenshot, or shared beyond the intended audience.

Students should not post or share anything online that they would not want parents, teachers, future colleges, employers, law enforcement, or the community to see.

PLAGIARISM, COPYRIGHT, AND ARTIFICIAL INTELLIGENCE

Students must respect copyright laws, licensing requirements, and academic integrity expectations when using internet resources, digital tools, or artificial intelligence.

Students may not:

Plagiarize words, images, videos, music, code, assignments, or other content; Take credit for work they did not create; Misrepresent themselves as the author or creator of content found online; Use copyrighted material without permission, license, citation, or a valid educational fair-use purpose; Violate district software licensing agreements; Install personal software on district equipment without approval;

Submit AI-generated work as their own when AI use has not been approved by the teacher; Use artificial intelligence, translation tools, paraphrasing tools, or online generators to avoid doing assigned work unless authorized.

Students must cite sources and give proper credit when using online content, outside resources, or AI tools as permitted by the teacher.

A teacher may require a student to explain, revise, reproduce, or verify submitted work if academic integrity concerns exist.

PERSONAL SAFETY ONLINE

Students should protect their personal safety and the safety of others when using technology.

Students should never share personal information online without appropriate permission. Personal information may include:

Home address; Phone number; Social Security number; Date of birth; Financial information; Passwords; Location information; Family information; Private student or staff information.

Students should be cautious when communicating online because people may not be who they claim to be.

Students should never agree to meet in person with someone they met online without parent permission and appropriate adult supervision.

If a student sees a message, image, post, comment, video, or other online content that causes concern for safety, the student should immediately report it to a trusted adult, teacher, staff member, parent, counselor, or campus administrator.

CYBERBULLYING

Cyberbullying will not be tolerated.

Cyberbullying may include bullying, harassment, intimidation, threats, humiliation, impersonation, exclusion, retaliation, or repeated mistreatment through electronic communication.

Examples may include:

Sending hurtful or threatening messages; Posting embarrassing or harmful images, videos, screenshots, or rumors; Creating fake accounts or impersonating another person; Sharing private information to embarrass or harm someone; Group chat harassment; Encouraging others to target, exclude, or ridicule a student; Recording, posting, or sharing fights, bullying, threats, or humiliation; Online behavior intended to scare, hurt, intimidate, isolate, or damage another person.

Cyberbullying may be addressed by the school when it occurs on campus, during school-related activities, through district technology, or when off-campus electronic conduct substantially disrupts the educational environment, interferes with a student's rights at school, or affects the safety of students or staff.

Students who engage in cyberbullying may receive disciplinary consequences, loss of technology privileges, parent notification, counseling intervention, safety planning, or referral to law enforcement when required or appropriate.

EXAMPLES OF ACCEPTABLE USE

Students are expected to use school technology responsibly.

Acceptable use includes:

Using school technology for school-related activities; Following the same expectations for respectful and responsible behavior online that apply in person; Treating school devices, networks, and resources carefully; Reporting damage, loss, malfunction, or security concerns to staff; Using communication and collaborative tools for positive, constructive, school-related purposes; Reporting threatening, harmful, inappropriate, or unsafe content to a teacher, staff member, or parent;

Using technology at appropriate times, in approved places, and for educational purposes; Citing sources when using online information for research; Protecting personal information and the safety of others; Helping protect the security of school resources.

This list is not exhaustive. Students are expected to use good judgment when using district technology resources.

EXAMPLES OF UNACCEPTABLE USE

Students may not use district technology resources in a way that is unsafe, inappropriate, disruptive, unethical, or illegal.

Unacceptable use includes, but is not limited to:

Using technology in a way that could harm the student or others; Attempting to access inappropriate images, videos, websites, or content; Engaging in cyberbullying, harassment, intimidation, retaliation, or disrespectful conduct;

Attempting to bypass district filters, safety measures, monitoring tools, or security systems; Sending spam, chain messages, or disruptive communications; Plagiarizing content or submitting work that is not the student's own; Posting personally identifying information about the student or others; Agreeing to meet someone in person who was met online without parent permission and adult supervision; Using language online that would be unacceptable in the classroom; Using district technology for illegal activity; Attempting to hack, access, alter, or damage systems, sites, servers, accounts, or content not intended for the student's use.

This list is not exhaustive. Students are expected to use good judgment when using district technology resources.

LIMITATION OF LIABILITY

The district is not responsible for damage or harm to persons, files, data, or hardware resulting from inappropriate or unauthorized use of district technology resources.

While the district uses filtering, monitoring, and other safety and security measures as required by law and district policy, the district does not guarantee that these measures will block all inappropriate content or prevent all misuse.

The district is not responsible, financially or otherwise, for unauthorized transactions conducted using district technology resources or the district network.

VIOLATIONS OF ACCEPTABLE USE EXPECTATIONS

Violations of district technology expectations, the acceptable use agreement, district policy, or the Student Code of Conduct may result in consequences.

Consequences may include, but are not limited to:

Warning or redirection; Parent or guardian notification; Loss or restriction of network, technology, or computer privileges; Confiscation of device when permitted by law or policy; Detention; In-School Suspension; Out-of-School Suspension; Removal from school-related activities; DAEP placement or expulsion review when permitted or required by the Student Code of Conduct; Restitution for damage, repair, replacement, or system restoration costs; Referral to law enforcement when required or appropriate.

Disciplinary consequences will be determined in accordance with the Student Code of Conduct, district policy, campus procedures, and applicable law.

DISCLAIMER OF LIABILITY

The district shall not be liable for a user's inappropriate or unauthorized use of the district's electronic communication system or technology resources.

This includes, but is not limited to:

Violations of copyright restrictions; Violations of software licensing agreements; Violations of state or federal law; User mistakes or negligence; Costs incurred by users; Access to inaccurate, inappropriate, offensive, or objectionable internet content; Unauthorized transactions or communications.

Transmission of material in violation of federal or state law or district policy is prohibited. This includes copyrighted material, threatening material, obscene material, trade secret material, or any other material that is inappropriate in a school setting.

For additional information, see policy CQ(LOCAL) and district technology procedures.

PHYSICAL FITNESS ASSESSMENT

The district will conduct an annual physical fitness assessment for students in grades 9–12 who are enrolled in physical education or other courses for which the assessment is required by state law or district procedures.

At the end of the school year, a parent may submit a written request to the principal's office to obtain the results of the student's physical fitness assessment conducted during that school year.

PROMOTION, RETENTION, AND PERSONAL GRADUATION PLANS

A student will be promoted or awarded course credit based on academic achievement, demonstrated proficiency in the subject matter, completion of course requirements, and applicable attendance requirements.

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards and must meet attendance requirements for credit.

A Personal Graduation Plan will be developed for students as required by law and district procedures, including students who do not perform satisfactorily on a state-mandated assessment or who are determined by the district to be at risk of not earning a high school diploma within the expected timeframe.

The Personal Graduation Plan will be designed and implemented by the school counselor, teacher, or other staff member designated by the principal. The plan will identify the student's educational goals, course of study, intervention needs, and may include consideration of the parent's educational expectations for the student.

Students with disabilities, emergent bilingual students, and other students may be eligible for accommodations, supports, interventions, or other procedures in accordance with state and federal law. Parents should contact the counselor, principal, Section 504 coordinator, or special education director for more information.

For additional information, see policy EIF and applicable district procedures.

SPECIAL PROGRAMS

The district provides or coordinates special programs and services for eligible students, which may include:

Gifted and talented students; Students experiencing homelessness; Emergent bilingual students; Migrant students; Students with dyslexia or related disorders; Students with disabilities; Students receiving Section 504 services; Students needing academic, behavioral, or other support services.

Eligibility for special programs is determined in accordance with state and federal law, district policy, program requirements, and campus procedures.

Parents or students with questions about eligibility, referral procedures, evaluation, accommodations, or available services should contact the appropriate counselor, campus administrator, program coordinator, Section 504 coordinator, or special education director.

EMERGENT BILINGUAL STUDENTS

A student whose primary language is not English may be eligible for language-program services and instructional or assessment accommodations. The Language Proficiency Assessment Committee will determine appropriate services in accordance with state and federal law. Parents should contact the counselor or district bilingual/ESL contact for information.

Assistance for Students Who Have Learning Difficulties or Who May Need Special Education or Section 504 Services

For students experiencing difficulty in the general education classroom, the district will consider tutorial, compensatory, academic, behavioral, and other support services that are available to all students. This may include a process based on Response to Intervention, Multi-Tiered Systems of Support, or other campus support systems.

The purpose of these supports is to help students succeed academically, behaviorally, socially, and emotionally while also helping the district determine whether additional evaluation or services may be needed.

A parent may request an evaluation for special education or Section 504 services at any time.

If a student is experiencing learning difficulties, the parent may contact the persons listed below to learn about the district's general education referral or screening system for support services. This system may connect students to support options, including a referral for a special education evaluation or a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the 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, the district must also provide the parent an opportunity to give written consent for the evaluation.

A request for a special education evaluation may be made verbally and does not have to be in writing. However, a verbal request does not require the district to respond within the 15-school-day timeline. The district will still comply with all federal requirements regarding prior written notice, procedural safeguards, and identifying, locating, and evaluating students who are suspected of having a disability and needing special education services.

If the district receives written consent to evaluate the student, the district must complete the initial evaluation and evaluation report no later than 45 school days from the date the district receives the parent's written consent, unless an exception applies.

If the student is absent from school during the evaluation period on three or more school days, the evaluation timeline may be extended by the number of school days equal to the number of absences.

If the district receives parent consent for the initial evaluation at least 35 but fewer than 45 school days before the last instructional day of the school year, the district must complete the written report and provide a copy of the report to the parent by June 30 of that year. If the student is absent from school for three or more days during the evaluation period, the June 30 deadline no longer applies, and the general timeline of 45 school days plus extensions for absences applies.

Upon completing the evaluation, the district will provide the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available in the Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals: Danny Carey, Phone: 903-645-3968

Section 504 Referrals

Section 504 is a federal law that prohibits discrimination against students with disabilities and may require the district to provide accommodations, aids, or services so eligible students have equal access to education.

The district has standards and procedures for evaluating and placing students in the district's Section 504 program.

The district also implements procedural safeguards that include:

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

A parent may request a Section 504 evaluation at any time.

Contact Person for Section 504 Referrals: Kristy Sutton, Phone: 903-645-3968

Additional Special Education and Section 504 Information

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

Legal Framework for the Child-Centered Special Education Process; Partners Resource Network; Special Education Information Center; Texas Project First; Texas Education Agency special education resources; District special education procedures.

Parents may contact the campus counselor, Section 504 coordinator, special education director, or campus administrator for additional information.

SUMMER SCHOOL AND EXTENDED LEARNING

Summer school, credit recovery, accelerated instruction, extended-year services, or other learning opportunities may be offered based on student need, staffing, funding, legal requirements, and district approval. Participation may be required for some students or may be available by application.

Schedules, transportation, attendance expectations, grading, fees when permitted, and eligibility requirements will be communicated separately. Students assigned to a disciplinary placement remain subject to the Student Code of Conduct and placement restrictions during summer programming.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

State-approved textbooks and instructional materials are provided to students free of charge for required courses.

Students are responsible for treating textbooks, library books, technology, calculators, and other instructional materials with care.

A student who is issued damaged materials should report the damage to the teacher immediately so the condition can be documented.

A student who fails to return district-issued textbooks or instructional materials, or who damages materials beyond normal wear and tear, may be responsible for replacement or repair costs as permitted by law and district policy.

A student will be provided access to required instructional materials for use during the school day even if replacement or repair costs are owed.

TRANSCRIPTS

Official transcripts may be requested through the registrar's office or counselor's office.

Students who need transcripts sent to colleges, universities, scholarship programs, military recruiters, employers, or other approved entities should contact the registrar or counselor and follow campus procedures.

Parents or eligible students may be required to provide written permission before transcripts are released, unless disclosure is otherwise permitted by law.

For transcript requests, contact Daingerfield High School at 903-645-3968.

Section III: General Information and Campus Requirements

General Information and Campus Requirements

Topics in this section of the handbook contain important information regarding school operations and requirements. Included are provisions such as student welfare; health and safety issues; fees; the school's expectations for student conduct other than Student Code of Conduct requirements; use of facilities, such as the cafeteria, library, and transportation services, and emergency closings. For additional information or questions you may have, please see the principal.

THE TIGER WAY: ATTENDANCE AND PUNCTUALITY

At Daingerfield High School, attendance matters and punctuality matters. Students cannot learn when they are not present, and instruction cannot reach its full potential when students arrive late. Every class period, every minute, and every day counts.

Students are expected to:

- Attend school daily.
- Arrive on time to every class period.
- Be prepared for learning when the bell rings.
- Avoid unnecessary absences and tardiness.
- Take personal responsibility for attendance and punctuality.

Daingerfield High School will proactively address attendance and tardiness concerns through parent communication, intervention plans, conferences, and progressive disciplinary measures. The goal of all attendance interventions is to promote student success, maximize instructional time, and prepare students for college, careers, military service, and life beyond high school.

ATTENDANCE EXPECTATIONS: CAMPUS INTERVENTION, TRUANCY, AND CREDIT

Regular attendance is essential to student success. Students are expected to attend school daily, arrive on time, remain in class for the entire instructional period, and actively participate in learning opportunities. Excessive absences negatively impact academic achievement, classroom instruction, and overall school success.

Students who accumulate unexcused absences may be subject to attendance interventions, parent conferences, disciplinary consequences, loss of credit review, truancy prevention measures, referral to truancy court when required or permitted by law, and other actions permitted by state law, district policy, and the Student Code of Conduct.

For attendance purposes, an unexcused absence may include an absence from school, an absence from any class period, skipping class, leaving campus without permission, or any absence not excused under state law, district policy, or campus administrative guidelines.

ATTENDANCE COUNTING GUIDE: CAMPUS INTERVENTION, TRUANCY, AND CREDIT

Attendance has three separate parts. A student may be dealing with one, two, or all three at the same time.

- **Campus intervention:** DHS can respond quickly when a student misses school, skips a class period, leaves campus without permission, or has several unexcused absences in one week. Three (3) unexcused absences in one week are excessive and may lead to a parent conference, Attendance Improvement Plan, ISS, and additional interventions.
- **Truancy:** Truancy is based on unexcused absences on days or parts of days. Three (3) unexcused days or parts of days within four weeks trigger truancy prevention measures. Ten (10) unexcused days or parts of days within six months may lead to truancy court when required or permitted by law. This is not ten absences per class.
- **Credit:** Credit is based on attendance in each class and must be monitored by semester for high school credit purposes. A student can pass a class academically but still put credit at risk by missing too many class meetings. For a semester class or semester grading period with about 90 class meetings, the 9th counted absence is the campus credit-warning point, and the 10th counted absence typically places the student below 90%; if the semester has fewer than 90 class meetings, the 9th absence may already place credit below 90%. In a 182-day full-year class, the 19th absence drops the student below 90%.

Important semester credit note: Students and parents should not interpret the 19th-absence full-year example as permission to miss 19 days in one semester. DHS monitors high school credit by semester, and credit can be placed at risk much earlier in a semester course or semester grading period.

Example: Missing one full school day is one day for truancy review, not eight truancy absences. However, that same full-day absence is recorded once in each class that met that day for credit review.

COMPULSORY ATTENDANCE AND REQUIRED EXCUSED ABSENCES

Students Ages 6-18

State law generally requires a student who is at least six years old and has not yet reached the student's 19th birthday to attend school each day and to attend any required accelerated instruction, extended-year program, tutorial, or other required program unless the student is legally exempt or excused.

Students Age 19 or Older

A student who voluntarily enrolls or attends after the student's 19th birthday is expected to attend each school day. If the student has more than five unexcused absences in a semester, the district may revoke enrollment for the remainder of the school year after providing the warning and process required by law.

Examples of Absences Required or Permitted to Be Excused

Qualifying absences may include religious holy days, required court appearances, citizenship or naturalization activities, service as an election clerk, documented health-care appointments, serious or life-threatening illness or treatment certified by a physician, approved college visits, qualifying military-family visits, obtaining a learner license or driver license when authorized, military enlistment activities, approved career-investigation days, sounding Taps at a military honors funeral, and required activities for a student in state conservatorship. Documentation and limits established by law and district procedure apply.

Documentation After an Absence

A parent should provide an explanation and any required documentation promptly after the student returns. The campus may require a written note, health-care documentation, court documentation, college-visit verification, or other proof. A parent note does not automatically require the district to excuse an absence unless the absence must be excused by law.

Verification of Enrollment and Attendance for Driver Licensing

A student requesting a Verification of Enrollment and Attendance form for a learner license or driver license must submit the request to the designated campus office in advance. The district will issue the form only when the student meets applicable enrollment, attendance, and credit requirements.

WEEKLY CAMPUS ATTENDANCE INTERVENTIONS

DHS monitors unexcused absences weekly so problems can be addressed before they become chronic. Weekly interventions are campus interventions. They do not replace the state truancy count and do not change the 90% credit rule.

Two (2) Unexcused Absences in One Week

- Parent contact by campus personnel
- Attendance warning issued
- Student conference with campus personnel

Three (3) Unexcused Absences in One Week

- Mandatory parent conference
- Attendance Improvement Plan
- One (1) day In-School Suspension (ISS)
- Truancy prevention measures may be initiated when required by law or determined appropriate by administration

Four (4) Unexcused Absences in One Week

- Two (2) days In-School Suspension (ISS)
- Administrative attendance review
- Attendance contract may be required

Five (5) or More Unexcused Absences in One Week

- Three (3) days In-School Suspension (ISS)
- Mandatory administrative attendance conference
- Truancy prevention measures when required or appropriate
- Additional interventions as determined by administration

CUMULATIVE SEMESTER ATTENDANCE INTERVENTIONS

Attendance concerns are also monitored cumulatively throughout the semester. Semester interventions may be assigned in addition to weekly interventions.

Four (4) Total Unexcused Absences

- Warning letter sent home
- Student attendance conference

Six (6) Total Unexcused Absences

- Mandatory parent conference
- Attendance contract established
- Attendance Improvement Plan reviewed or created

Eight (8) Total Unexcused Absences

- Credit-risk warning issued
- Attendance review conducted
- Referral to truancy prevention measures may be considered
- Additional documentation may be required for future absences

Ten (10) Total Unexcused Absences

- Attendance hearing
- Truancy court referral may be made when required or permitted by law
- Additional disciplinary consequences may be assigned

Twelve (12) or More Total Unexcused Absences

- Referral to truancy court when required or permitted by law
- Credit-risk review/attendance committee review when applicable
- Administrative placement review
- Additional campus restrictions or interventions may be assigned

Reminder: The semester unexcused-absence ladder helps DHS intervene early. The legal truancy threshold is based on unexcused days or parts of days within the required legal time period. The 90% credit rule is calculated separately by class.

Campus administration reserves the right to accelerate interventions, assign additional consequences, or modify disciplinary responses when attendance patterns demonstrate chronic absenteeism, noncompliance, skipping, leaving campus without permission, or other circumstances requiring immediate intervention.

TARDY EXPECTATIONS AND INTERVENTIONS

Students are expected to be in their assigned classroom, seated, and prepared for instruction when the tardy bell rings. Punctuality is a critical life skill and an important component of maintaining an effective learning environment.

A student is considered tardy when he or she is not physically present inside the assigned classroom when the tardy bell rings. Students are expected to move directly from one assigned location to the next during passing periods.

Students arriving more than fifteen (15) minutes after the beginning of a class period may be counted absent rather than tardy in accordance with district attendance procedures and campus practice.

If a teacher, administrator, counselor, nurse, or other school official is responsible for a student being late to class, that staff member shall provide documentation so the student may be admitted to class without receiving an unexcused tardy.

Teachers shall accurately record all tardies and attendance information each class period. Campus administration may conduct tardy sweeps, hallway checks, and attendance reviews at any time.

WEEKLY TARDY INTERVENTIONS

Daingerfield High School will monitor tardies every week to address patterns quickly and protect instructional time. Weekly consequences may be assigned when a student demonstrates excessive tardiness during a single school week.

Three (3) Tardies in One Week

- Lunch detention
- Student warning
- Four (4) Tardies in One Week
- Two (2) days of detention

- Parent notification Five (5) Tardies in One Week
- Mandatory parent conference
- One (1) day In-School Suspension (ISS) for Six (6) Tardies in One Week
- Two (2) days In-School Suspension (ISS)
- Administrative review. Additional weekly tardy violations may result in increased disciplinary consequences, additional ISS placement, attendance intervention, or other campus restrictions.

SEMESTER TARDY INTERVENTIONS

Students demonstrating chronic tardiness throughout the semester may also be subject to cumulative consequences. Semester consequences may be assigned in addition to weekly consequences.

Ten (10) Total Tardies

- Parent conference
- Student attendance warning Fifteen (15) Total Tardies
- One (1) day In-School Suspension (ISS)
- Attendance Improvement Plan may be created Twenty (20) Total Tardies
- Two (2) days In-School Suspension (ISS)
- Administrative attendance review Twenty-Five (25) Total Tardies
- Three (3) days In-School Suspension (ISS)
- Parent conference required before the student returns to regular campus privileges: Thirty (30) or More Total Tardies
- Attendance Review Committee referral
- Attendance Improvement Plan
- Additional administrative interventions
- Possible restrictions from parking privileges, extracurricular activities, senior activities, or other campus privileges. Students participating in extracurricular activities, organizations, parking privileges, senior activities, or other campus privileges may be subject to additional restrictions when chronic tardiness becomes excessive.

Campus administration reserves the right to accelerate disciplinary consequences when a student's tardiness demonstrates a pattern of habitual noncompliance, disruption of instruction, hallway disruption, skipping, or disregard for school expectations.

HALL PASS

Students must have a hall pass to be in the hallway during instructional time.

CLOSED CAMPUS

Daingerfield High School is a closed campus.

Students attending Daingerfield High School shall not be allowed to leave campus during the lunch hour and return. Students shall not be allowed to leave campus without proper authorization, and with anyone other than a guardian or person listed on the student's contact information; this must be done in person.

The Principal shall consider special circumstances on a case-by-case basis. Students leaving campus without administrative approval shall be subject to disciplinary action and be considered truant and may receive a form of discipline for leaving campus without proper permission.

A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the appropriate administrator and the student's parents. A note from the parent concerning this absence MUST be brought to the attendance clerk upon return to school. A parent wishing to remove a student from school must be present or have someone listed in the student's profile to do so at the front desk, explaining the reason for the removal and the effective date.

CONDUCT

APPLICABILITY OF SCHOOL RULES

As required by law, the District has established a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior, both on and off campus, and consequences for violation of the standards. Students need to be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

To achieve the best possible learning environment for all students, the Student Code of Conduct and other campus rules of behavior will apply whenever the interest of the District is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. The District has disciplinary authority over a student in accordance with the Student Code of Conduct.

School authority may include conduct before or after school, at bus stops, on district transportation, at home or away events, during travel, through electronic communication, and off campus when the Student Code of Conduct or law authorizes district action. This statement does not expand district authority beyond law or the Board-adopted Code.

GRADUATED SANCTIONS FOR SERIOUS AND/OR CRIMINAL OFFENSES

Texas Education Code 37.44 may require Graduated Sanctions for Certain School Offenses section 37.081 Schools may develop a system of graduated sanctions that the school district may require to be imposed on a child before a complaint is filed under section 37.145 (Complaint) against the child for a school offense that is an offense under Section 37.124 (Disruption of Class) or 37.126 (Disruption of Transportation) or under Section 42.01 (Disorderly Conduct) (a) (1) (language), (2) (offensive gesture), (3) (unreasonable odor), (4) (abuses or threatens another), or (5) (unreasonable noise) Penal Code”

Students who are under the Graduated Sanctions for Discipline will be required to complete a four-step program.

The school issued a warning letter advising the parent or guardian of the offense. School to put the student on a behavior contract. Assign a student to “School-Based Community Service.” Refer to student-based or other in-school services aimed at correcting the student’s behavior.

Annual Required Notices and Current Legal Updates

ANNUAL REQUIRED NOTICES AND PARENT RIGHTS

DHS will provide annual required notices to parents, guardians, and eligible students as required by state and federal law, DLSISD Board Policy, and administrative regulation. Required notices may be provided through the student handbook, Student Code of Conduct, district website, registration documents, parent portal, email, paper distribution, or other official district communication methods.

Parents and eligible students are encouraged to review all annual notices carefully and contact the campus with questions. Required notices include, but are not limited to:

- Accessibility and accommodations for students, parents, and members of the public who need assistance accessing district information.
- Parent and student acknowledgment of receipt of the Student Handbook and Student Code of Conduct.
- FERPA rights, student records, directory information, and objections to release of student information.
- Consent, refusal, and opt-out rights related to surveys, instructional materials, certain health instruction, and other protected information when required by law.
- Bullying, cyberbullying, harassment, discrimination, retaliation, and safety transfer rights.
- Special education, Section 504, intervention strategies, and parent referral rights.
- Homelessness, foster care, military-connected students, and other students with exceptional circumstances.
- Mental health supports, suicide prevention resources, substance abuse supports, and limits on psychological or psychiatric services without required consent.
- Child abuse, neglect, trafficking, dating violence, sexual harassment, staff misconduct, and reporting procedures.
- Technology use, acceptable use, cyber safety, personal communication devices, and student privacy limits on district systems.

- Complaints, concerns, grievances, appeals, and policy FNG(LOCAL) procedures.
- Attendance, compulsory attendance, attendance for credit, truancy prevention, and make-up work.
- Graduation requirements, assessment requirements, class rank, grading guidelines, academic integrity, and use of artificial intelligence tools.
- Safety procedures, emergency drills, safe storage of firearms notices, visitor procedures, searches, and threat reporting.

CAMPUS BEHAVIOR COORDINATOR AND DISCIPLINE CONTACT

The Campus Behavior Coordinator is responsible for maintaining student discipline and implementing discipline management procedures consistent with the Student Code of Conduct, Board Policy, and applicable law. The Campus Behavior Coordinator also serves as a primary point of contact for parents regarding student discipline matters.

Parents should contact the appropriate campus administrator regarding student discipline, safety concerns, or questions about the Student Code of Conduct. Student discipline records are confidential and will not be discussed with individuals who do not have a legitimate educational interest or legal right of access.

CAMPUS BEHAVIOR COORDINATOR CONTACT INFORMATION

Daingerfield High School Campus Behavior Coordinator: Bobby Betts, Principal. Email: bbetts@dlsisd.org. Phone: 903-645-3968. The Campus Behavior Coordinator may be contacted regarding student discipline, parent notices, disciplinary placements, teacher removals, and Student Code of Conduct questions.

The Campus Behavior Coordinator monitors disciplinary referrals, coordinates parent notification when required, supports implementation of Chapter 37 procedures, and reports conduct or behavioral trends to the threat assessment and safe and supportive school team when required by law, district policy, or campus procedure.

HOUSE BILL 1481: PERSONAL COMMUNICATION DEVICES, TELECOMMUNICATIONS DEVICES, AND OTHER ELECTRONIC DEVICES

In accordance with Texas law, district policy, and the Student Code of Conduct, students are prohibited from using personal communication devices on school property during the school day unless an approved exception applies. The purpose of this expectation is to protect instructional time, reduce disruption, support student safety, and maintain an orderly school environment.

For handbook and campus procedure purposes, personal communication devices include telecommunications devices and other electronic devices, including cell phones, smartwatches, tablets, earbuds, headphones, gaming devices, or any personal electronic device capable of communication, internet access, messaging, recording, audio, video, or digital communication. District-issued instructional devices are governed by district technology expectations when used for approved instructional purposes.

Student-Friendly Rule

At DHS, personal devices are off, away, out of sight, and not on the student's person during the school day unless a campus administrator has approved an exception. This expectation applies throughout the school day, including passing periods, lunch, assemblies, restrooms, and other noninstructional times on school property.

Secure Storage Expectation

Devices must be secured in a backpack, bag, locker, or other campus-approved storage location. A visible device, being held, worn, accessed, or carried on the student's person, is considered accessible and is a violation unless an approved exception applies.

Approved Exceptions

- Use required by a student's Individualized Education Program (IEP).
- Use required by a Section 504 plan.
- Use necessary for a documented medical need.
- Use authorized by campus administration for a specific safety, instructional, or legal purpose.

Consequences

Consequences may include warning or conference, confiscation, parent/guardian notification, parent/guardian pickup, detention, ISS, loss of device privileges, behavior contract, or additional consequences for repeated violations or refusal to comply. Refusal to surrender a device may be treated as insubordination or defiance. The district is not responsible for lost, stolen, or damaged personal devices brought to school. For unretrieved devices, the district will provide any written notice required by law before disposal.

Emergency, Safety, and Family Communication

A student may not use a personal device merely because the student or parent considers the situation urgent. Students must report to the office or seek staff assistance. Device use is allowed only when an approved exception or campus safety protocol applies. During an emergency, students must follow staff directions so communication systems and safety procedures are not disrupted.

Possession, Visibility, and Refusal

A device is considered accessible when it is visible, held, worn, used, or carried on the student's person, including in a pocket, waistband, clothing, hand, lap, or wearable device. A student who refuses to surrender a device after a lawful staff request may receive a separate consequence for refusal, defiance, or insubordination. Turning a device off after discovery does not erase the violation.

Confidentiality and Consistency

Consequences are assigned from the adopted policy and Student Code of Conduct after reviewing the facts and disciplinary history. Similar incidents should be handled consistently, but outcomes may differ when the facts, prior violations, refusal to comply, approved accommodations, or other legally relevant factors differ. Federal student privacy law generally prevents the district from disclosing another student's disciplinary consequence.

TEACHER REMOVAL FROM CLASS AND RETURN-TO-CLASS EXPECTATIONS

DHS supports teachers' authority to maintain a safe, orderly, and productive classroom. Students are expected to comply with reasonable directives, allow teachers to teach, and allow classmates to learn. Conduct that interferes with instruction may result in teacher redirection, parent contact, office referral, temporary removal, formal teacher removal, ISS, OSS, DAEP review, or other disciplinary action consistent with the Student Code of Conduct and applicable law.

Teacher removal from class, routine referral, and formal teacher removal: A teacher may remove or refer a student from class when the student's behavior violates the Student Code of Conduct or interferes with the teacher's ability to communicate effectively with students or with classmates' ability to learn. A routine referral is used as a discipline management technique. A formal teacher removal may be used when the teacher has documented repeated interference with teaching or learning, or when the behavior is so unruly, disruptive, or abusive that the teacher cannot teach and students cannot learn. The campus will follow the Student Code of Conduct, Board policy, and applicable law when processing teacher removals and return-to-class decisions.

Required campus response: When a student is removed from class, campus administration will review the facts, notify the parent or guardian as required, and determine appropriate next steps. When required, the campus will conduct a conference and consider whether a return-to-class plan, behavior intervention, parent conference, teacher participation, or other support is needed before the student returns to the classroom.

Return-to-class plan: A return-to-class plan may include behavior expectations, seating changes, check-ins, parent communication, counseling support, restorative conversation, academic support, supervision adjustments, or additional consequences if the behavior continues. A student may not use a return-to-class plan as permission to repeat the same conduct.

STUDENT SUPPORT, INTERVENTION, AND ACCOUNTABILITY

DHS believes student discipline should be corrective, instructional, and safety-focused. The goal is to stop inappropriate behavior, repair harm when possible, restore the learning environment, and help students make better

choices. Discipline may be progressive, but campus administration may accelerate consequences when behavior is serious, repeated, unsafe, threatening, or substantially disruptive.

Examples of support and intervention may include:

- Teacher redirection and reteaching of expectations.
- Student conference.
- Parent contact or parent conference.
- Counselor referral or student support referral.
- Restorative conversation or repair activity when appropriate.
- Behavior contract or improvement plan.
- Attendance or tardy intervention plan.
- Loss of privilege or campus restriction.
- Detention, ISS, OSS, DAEP review, expulsion review, or law enforcement referral when warranted.

Intervention does not prevent discipline when conduct violates the Student Code of Conduct or creates a safety concern. Likewise, discipline does not prevent the school from providing support to help the student improve behavior.

DISCIPLINARY INVESTIGATIONS, DUE PROCESS, AND MITIGATING FACTORS

DHS is committed to fair, consistent, and legally compliant disciplinary investigations. Before assigning significant disciplinary consequences, campus administration may review statements, video, reports, physical evidence, digital evidence, student history, witness information, and other relevant facts.

Students may be allowed to explain their actions, identify witnesses, clarify statements, or provide relevant information. Parents will be notified as required by law, policy, and the Student Code of Conduct.

CONSISTENCY, INDIVIDUAL FACTS, AND STUDENT PRIVACY

DHS applies the Student Code of Conduct and campus procedures consistently, but discipline is not determined by a simple comparison to another student. Administrators must consider the evidence, each student's role, severity, intent, self-defense, disciplinary history, disability-related considerations, and other factors required by law. The district generally cannot disclose another student's statements, records, disability information, or consequences to a parent or student.

DISCIPLINE QUESTIONS AND APPEALS

A student or parent may ask the campus administrator to explain the rule violated, evidence considered, consequence assigned, and any appeal process available under the Student Code of Conduct or Board policy. Different actions—such as routine classroom consequences, suspension, DAEP placement, formal teacher removal, expulsion, or transfer decisions—may have different procedures and deadlines. A complaint or appeal does not automatically delay a consequence unless law or policy provides otherwise.

FACTORS CONSIDERED

When determining a disciplinary response, campus administration may consider legally required and relevant factors, including:

- Self-defense.
- Intent or lack of intent.
- Disciplinary history.
- Disability status and applicable IEP or Section 504 protections.
- Age and grade level.
- Severity of the conduct.
- Impact on the victim, campus, classroom, or school activity.

- Threat to safety or disruption to school operations.
- Whether the conduct was repeated, targeted, planned, retaliatory, or involved others.
- Whether the student cooperated, took responsibility, or continued the behavior after redirection.

The same offense may result in different consequences depending on the facts. A lack of public information about discipline does not mean the campus failed to respond. Student discipline information is confidential.

ANTISEMITISM MOTIVATION REVIEW

When determining whether a Student Code of Conduct violation was motivated by antisemitism, the district will use the definition of antisemitism required by state law. This review may be considered along with other legally required and relevant discipline factors.

ISS, OSS, DAEP, JJAEP, EXPULSION, AND MAJOR DISCIPLINE PLACEMENTS

In-School Suspension (ISS), Out-of-School Suspension (OSS), Disciplinary Alternative Education Program (DAEP) placement, Juvenile Justice Alternative Education Program (JJAEP) placement when applicable, and expulsion are discipline management techniques used in accordance with the Student Code of Conduct, Board Policy, and Texas Education Code Chapter 37. Major placements require appropriate review and parent notice as required by law.

IN-SCHOOL SUSPENSION (ISS)

ISS is a structured campus placement designed to address misconduct while maintaining academic access. Students assigned to ISS must follow all ISS rules, complete academic work, comply with staff directives, and participate in reflection or behavior support activities as assigned. Misbehavior in ISS may result in additional consequences.

OUT-OF-SCHOOL SUSPENSION (OSS)

OSS may be assigned when a student's conduct requires temporary removal from the campus setting. Students assigned to OSS may not be on district property or attend school activities during the suspension unless approved by administration. Students will be allowed to complete make-up work as required by law and district procedure.

DAEP

DAEP placement may be required or permitted for certain conduct under the Student Code of Conduct and Texas Education Code Chapter 37. Students assigned to DAEP must follow all placement restrictions. Students may not attend or participate in school-sponsored or school-related activities during the placement unless allowed by district policy or law.

EXPULSION

Expulsion is reserved for the most serious misconduct and will be handled through the process required by the Student Code of Conduct and applicable law. Expelled students may be prohibited from district property and school activities during the expulsion period, except as allowed by law or placement procedures.

MAKE-UP WORK DURING REMOVAL

Students removed from the regular setting remain responsible for academic work. Teachers and campus staff will provide opportunities to complete required coursework in accordance with district procedures. Failure to complete assigned work may affect grades consistent with grading policy.

JJAEP, VIRTUAL EDUCATION, AND EXPULSION OPTIONS

Certain offenses may result in placement in a Juvenile Justice Alternative Education Program (JJAEP) when required or permitted by law, county procedures, district policy, or the Student Code of Conduct. Parents will receive required notice and due process when a JJAEP placement is considered.

When expulsion is considered, the district will review any virtual education or virtual expulsion program option required or permitted by law, Board policy, and the Student Code of Conduct. Availability, eligibility, services, and participation requirements will be determined through district procedures.

PARENTAL INVOLVEMENT AND BEHAVIORAL AGREEMENTS

The Board-adopted Student Code of Conduct will state whether the district has adopted a parental-involvement policy for DAEP placements or expulsions under Texas Education Code Section 37.0014. When such a policy applies, an eligible parent may request development of a written behavioral agreement. Any reduction in placement is governed by the adopted policy, requires compliance with the agreement, remains within administrator discretion, and does not create a right to a different placement.

VAPING, E-CIGARETTES, NICOTINE, THC, DRUGS, ALCOHOL, AND LOOK-ALIKE SUBSTANCES

Scope of the Prohibition

DHS prohibits possessing, using, selling, delivering, distributing, sharing, concealing, being under the influence of, or assisting another person with prohibited substances or related items on district property, in district vehicles, at school-sponsored or school-related activities, or in any other circumstance in which the district has disciplinary authority.

Prohibited items include, but are not limited to:

- E-cigarettes, vape pens, nicotine-delivery devices, cartridges, pods, liquids, oils, batteries, components, parts, accessories, and empty or partially used devices.
- Tobacco and nicotine products, including cigarettes, cigars, smokeless tobacco, nicotine pouches, nicotine powders, gels, and similar products.
- THC, marijuana, cannabis, hemp-derived intoxicating products, Delta-8, Delta-9, THCA, HHC, edibles, waxes, oils, cartridges, or CBD products that contain a prohibited substance, are intoxicating, or are represented as containing a prohibited substance.
- Alcohol, controlled substances, dangerous drugs, fentanyl or counterfeit pills, drug paraphernalia, and prescription or over-the-counter medication possessed, used, shared, or distributed outside district medication procedures.
- Look-alike, counterfeit, mislabeled, altered, or simulated substances and any item represented by the student or another person to be a prohibited substance.

First-Time E-Cigarette Possession or Use

A first-time offense involving possession or use of an e-cigarette or nicotine-delivery device will be referred for administrative DAEP review. DAEP placement may be assigned. If the student is not placed in DAEP for that first-time offense, the student will receive at least 10 school days of in-school suspension, consistent with current law, the Board-adopted Student Code of Conduct, and district procedures.

Possession, Use, and Ownership Clarifications

Possession may include an item found on the student, in the student's clothing or belongings, in an assigned locker or desk, in a vehicle under the student's control, or knowingly held, carried, hidden, or safeguarded for another person. Administrators will evaluate the totality of the facts, including access, knowledge, control, statements, witnesses, video, and physical evidence. A statement that the item belongs to someone else does not automatically end the investigation.

A student does not have to inhale from, activate, or personally own an item to violate rules concerning possession, delivery, sharing, concealment, or assistance. Empty devices, components, accessories, and residue-containing items may still be prohibited.

A product's availability in a store, online, or under a label such as "CBD," "hemp," "medical," or "legal" does not make it permissible at school. Medication must be delivered, stored, and administered through district medication procedures unless a student is specifically authorized by law, policy, an IEP, a Section 504 plan, or a medical authorization to possess it.

Administrative Response

The campus may confiscate the item, contact a parent, conduct a lawful investigation or search, preserve evidence, involve the district police/SRO or other law enforcement when appropriate, assign education or intervention, and

impose discipline under the Student Code of Conduct. Selling, delivery, distribution, THC or controlled-substance involvement, repeat offenses, threats, tampering, refusal to surrender an item, or other aggravating conduct may result in more serious consequences, including DAEP or expulsion review when permitted or required. School discipline and any criminal investigation are separate processes and may occur at the same time.

Student-Friendly Rule

Do not bring it, hold it, hide it, share it, sell it, use it, or claim it for someone else. If you discover a prohibited item, do not handle or move it; immediately notify a staff member.

THREATS, SAFETY CONCERNS, AND DUTY TO REPORT

All threats and safety concerns must be taken seriously. Students are expected to report threats, weapons, planned fights, violent statements, hit lists, self-harm concerns, social media threats, or other safety concerns to a trusted adult immediately. Students should not ignore, repost, forward, encourage, laugh at, or participate in threatening behavior.

Examples of Safety Concerns

- Threats to harm a student, staff member, campus, or school activity.
- Statements about bringing a weapon to school.
- Hit lists, target lists, or threatening drawings/posts.
- School shooting comments, jokes, threats, or rumors.
- Threatening social media posts, group messages, videos, or images.
- Planned fights, retaliation, or group violence.
- Possession or rumor of weapons, dangerous items, or prohibited substances.
- Statements of self-harm or harm to others.

Threat Assessment

When appropriate, the campus may use the district's threat assessment and safe and supportive school team process to evaluate safety concerns and determine appropriate interventions, supervision, parent notification, law enforcement involvement, mental health referral, discipline, or other actions. False reports, hoaxes, and threats made as "jokes" may result in disciplinary action and law enforcement referral when appropriate.

RECORDING, POSTING, SHARING, DEEPFAKES, AND DIGITAL MANIPULATION

Students are expected to use technology and social media responsibly. Electronic conduct may be addressed when it occurs on campus, at school-related activities, through district technology, or off campus when it substantially disrupts school, interferes with student rights, threatens safety, or otherwise falls within the Student Code of Conduct.

Prohibited conduct may include:

- Recording, livestreaming, posting, sharing, or encouraging fights, threats, bullying, harassment, humiliation, restroom or locker-room activity, medical incidents, discipline situations, or other conduct that invades privacy or increases disruption.
- Creating or distributing fake accounts, impersonations, altered screenshots, fabricated messages, doxxing, or false online content intended or reasonably likely to harm, threaten, deceive, embarrass, or substantially disrupt.
- Creating, requesting, possessing, or distributing AI-generated or digitally altered images, audio, video, or "deepfakes" that falsely depict a student or employee, including sexual or intimate content, threats, criminal conduct, racist or discriminatory content, or statements the person did not make.
- Recording in restrooms, locker rooms, changing areas, clinics, counseling spaces, or other locations where a person has a reasonable expectation of privacy.
- Recording classroom instruction, tests, student records, confidential conversations, or staff/student interactions without authorization when the recording violates the device policy, privacy rights, testing rules, an approved restriction, or substantially disrupts the educational environment. Approved accommodations and lawful district recordings remain permitted.

Students who receive harmful content should preserve only what is reasonably necessary to report it to a trusted adult or law enforcement. Students should not forward, repost, add comments, threaten retaliation, or continue circulating

the content. The district may preserve digital evidence and may request removal of content; school discipline does not prevent separate civil or criminal action.

STUDENT-FRIENDLY RULE

Do not record it, stage it, alter it, post it, or pass it around. Save only what is needed to report a safety concern, then give it to a trusted adult.

SEARCHES, INVESTIGATIONS, AND CONFISCATED ITEMS

Students are assigned lockers, desks, technology, parking privileges, and access to district property for school purposes. Students have a reduced expectation of privacy in district property. Searches and investigations may be conducted in accordance with law, Board Policy, and the Student Code of Conduct.

Searches May Include

- Lockers, desks, school-issued materials, and district property.
- Backpacks, bags, purses, personal items, clothing pockets, or outerwear when permitted by law and policy.
- Vehicles parked on district property when permitted by law and policy.
- Personal communication devices when authorized by law, policy, and the circumstances.
- District technology accounts, files, internet history, email, network activity, or district-issued devices.
- Searches involving trained dogs or metal detectors when used by the district.

Prohibited items may be confiscated. Items may be returned to a parent, retained as evidence, turned over to law enforcement, or disposed of according to district procedure and law. Refusal to cooperate with a lawful search or investigation may result in disciplinary action.

PERSONAL ITEMS AND REASONABLE SUSPICION

A student, backpack, purse, clothing, container, or other personal item may be searched when authorized personnel have reasonable suspicion that the search will reveal evidence of a violation of law, Board policy, the Student Code of Conduct, or campus rules. The search should be reasonably related to the reason for the search and not excessively intrusive in light of the circumstances.

ELECTRONIC DEVICES AND DIGITAL EVIDENCE

Possession of a device does not give the district unlimited access to all content. When authorized by law and policy, school officials may examine a device or relevant digital content when there is reasonable suspicion that it contains evidence of a school-rule violation or safety concern. The scope of any school search should be related to the suspected violation. Law enforcement searches are governed by separate legal standards.

REFUSAL, CONFISCATION, AND PRESERVATION OF EVIDENCE

A student must comply with lawful staff directions concerning confiscation or a school-authorized search. Refusal may be addressed as a separate conduct violation and may result in parent contact or law-enforcement involvement when appropriate. The district may retain prohibited items or evidence for investigation, discipline, safety, return to a parent, or delivery to law enforcement.

REPORTS, TIPS, AND FALSE INFORMATION

The district may consider reports, anonymous tips, screenshots, video, witness information, detection-dog alerts, or other evidence. The reliability and available corroboration will be evaluated. Knowingly making a false report, fabricating evidence, impersonating a reporter, or using a report to harass or retaliate may result in discipline and other action.

RESTROOMS, LOCKER ROOMS, HALLWAYS, CAFETERIA, AND COMMON AREAS

Common areas must remain safe, supervised, and orderly. Students are expected to report directly to assigned locations, follow staff directions, and avoid conduct that creates disruption, safety concerns, or loss of instructional time.

Expectations

- Students must have permission to leave class during instructional time.
- Students must use the restroom, locker room, cafeteria, hallway, and common areas for their intended purpose.
- Loitering, skipping, hiding, wandering, horseplay, blocking traffic, and refusing to report to class are prohibited.
- Students may not record, photograph, post, or share content from restrooms, locker rooms, changing areas, or private spaces.
- Students may not vandalize, damage, flood, write on, or misuse restrooms or common areas.
- Students may not open exterior doors for unauthorized individuals or allow unauthorized persons to enter the building.
- Food delivery, outside food, or visitor deliveries must follow campus procedures and may be restricted by administration.

Violations may result in parent contact, loss of privilege, hallway restrictions, detention, ISS, OSS, restitution, law enforcement referral, or other disciplinary action.

90% ATTENDANCE FOR CREDIT AND RECOVERY HOURS

Texas attendance requirements affect both compulsory attendance and credit for courses. Students must attend school regularly and must meet attendance-for-credit requirements to receive credit or a final grade for a course. Excused absences may still count toward attendance-for-credit review unless exempt by law or district policy.

Attendance for Credit

A student must attend at least 90% of the days a class is offered to automatically receive credit or a final grade for that class. The 90% rule is calculated by class, not only by whole school days.

DHS awards and monitors high school course credit by semester. For a semester class or semester grading period with about 90 class meetings, a student must attend at least 90% of the days the class is offered; the 9th counted absence is the campus credit-warning point, and the 10th counted absence typically places the student below 90%. If the semester has fewer than 90 class meetings, the 9th counted absence may already place credit below 90%. For a 182-day full-year class, a student must attend at least 164 days; eighteen (18) absences equals 164 days present and remains at or above 90%, while nineteen (19) absences equals 163 days present and drops the student below 90%. Staff must not tell students they can miss 19 days in one semester.

A student who falls below 90% attendance but attends at least 75% of the days the class is offered may be eligible to regain credit by completing a principal-approved plan or by meeting conditions assigned by the attendance committee. Credit is not automatically restored simply because the student is passing academically.

How Full-Day Absences Are Counted

A full-day absence counts as one day/part-day event for truancy review. For credit review, that same full-day absence is recorded as one absence in each class that met that day. This is why a student can be below 90% in one class even when the student has not reached a truancy court threshold.

Attendance Recovery

DHS may provide attendance recovery opportunities before school, after school, during designated sessions, on Saturdays, in summer school, or through other approved options. Recovery time is working time. Students must follow all campus expectations while completing recovery hours.

Failure to complete required recovery may result in loss of credit, schedule restrictions, loss of privilege, summer school, graduation participation concerns, or other consequences consistent with district procedure.

Parent and Student Responsibility

Students and parents are responsible for monitoring attendance, responding to campus notices, submitting documentation, attending required conferences, and completing attendance recovery requirements. Waiting until the end of the semester or school year may limit available options.

STUDENT IDS, VISITORS, DELIVERIES, AND CAMPUS ACCESS

Campus safety requires controlled access and clear visitor procedures. All visitors must report to the front office, present required identification, and receive approval before entering campus areas. Students may not bring unauthorized visitors to campus, allow unauthorized persons into the building, open exterior doors for others, or remain in the building after hours without administrative approval.

Deliveries for students, including food deliveries, flowers, gifts, balloons, or other items, may be limited or prohibited to protect instructional time, safety, and school operations. DHS may restrict deliveries that disrupt school, create safety concerns, or interfere with the orderly operation of the campus.

If student IDs are required by campus procedure, students must wear or present IDs as directed. Failure to follow student ID expectations may result in corrective action or discipline.

ACADEMIC INTEGRITY AND ARTIFICIAL INTELLIGENCE

Academic integrity is essential to student learning. Students are expected to submit their own work, give proper credit to sources, follow teacher instructions, and avoid cheating, plagiarism, unauthorized collaboration, or misuse of technology.

ARTIFICIAL INTELLIGENCE TOOLS

Students may not submit work generated in whole or in part by artificial intelligence as their own unless the teacher has specifically allowed AI use for the assignment. When AI use is allowed, students must follow teacher directions for citation, disclosure, drafting, revision, and final submission.

EXAMPLES OF ACADEMIC DISHONESTY

- Copying another student's work or allowing another student to copy work.
- Using unauthorized notes, devices, websites, messages, images, or AI tools during an assignment, quiz, or test.
- Submitting AI-generated text, answers, essays, projects, code, images, or analysis as original work without permission.
- Using translation, paraphrasing, solver, or tutoring tools in a way not allowed by the teacher.
- Sharing answers, screenshots, photos, test content, or assignment files.
- Plagiarizing or failing to cite sources.
- Having another person complete work for the student.

When academic integrity concerns exist, a teacher or administrator may require the student to explain the work, revise the work, reproduce the work, complete an alternate assignment, conference with the teacher, or participate in an academic integrity review. Consequences may include grade penalties, parent contact, loss of credit for the assignment, disciplinary action, or other responses consistent with grading guidelines and the Student Code of Conduct.

PARENT COMPLAINTS, CONCERNS, AND GRIEVANCES

DHS encourages parents and students to resolve concerns at the lowest appropriate level whenever possible. Many concerns can be resolved through direct communication with the teacher, counselor, coach, sponsor, or administrator involved. Concerns that cannot be resolved informally may be addressed through the district's formal complaint and grievance process under Board Policy FNG(LOCAL) or other applicable policy.

GENERAL PROCESS

1. Contact the teacher, staff member, or campus administrator closest to the concern when appropriate.
2. If unresolved, request a conference with campus administration.
3. If still unresolved, follow the formal grievance process, timelines, and forms established by DLSISD Board Policy.
4. Certain matters may have separate procedures, including discipline hearings, special education complaints, Title IX matters, discrimination complaints, bullying transfer requests, instructional material concerns, or employment-related matters.

A grievance review or appeal will be conducted by a person with authority to address the grievance unless a preliminary hearing is needed to develop a record or recommendation. Parents should consult district policy for timelines, forms, appeal procedures, and the appropriate level of review.

CHILD ABUSE, NEGLECT, TRAFFICKING, DATING VIOLENCE, SEXUAL HARASSMENT, AND STAFF MISCONDUCT

Student safety and welfare are non-negotiable. Students may report concerns about abuse, neglect, trafficking, dating violence, sexual harassment, sexual abuse, inappropriate staff conduct, or any unsafe situation to any trusted adult on campus. Staff members are required to follow mandatory reporting laws and district procedures.

EXAMPLES OF CONCERNS TO REPORT

- Physical abuse, sexual abuse, emotional abuse, neglect, trafficking, or exploitation.
- Dating violence, stalking, intimidation, or controlling behavior.
- Unwanted touching, sexual comments, sexual rumors, pressure for images, or sharing intimate images.
- Staff misconduct, inappropriate communication, boundary violations, grooming concerns, or inappropriate physical contact.
- Retaliation for reporting or participating in an investigation.

Reports may be made to a teacher, counselor, nurse, administrator, SRO, or other trusted adult. When required by law, the district will report suspected abuse, neglect, trafficking, or certain criminal conduct to the appropriate authorities. The district will also follow Title IX, discrimination, harassment, and retaliation procedures when applicable.

REPORTING CHILD ABUSE, NEGLECT, OR TRAFFICKING

Any person who has cause to believe that a child has been or may be abused, neglected, or trafficked must report the concern as required by Texas law. A report may be made to the Texas Abuse Hotline at 1-800-252-5400 or through the Texas Abuse Hotline website. In an emergency, call 911.

Students may report concerns to a counselor, nurse, teacher, administrator, school police officer, or another trusted adult. School employees will follow mandatory-reporting requirements and may not delegate the duty to report to another person.

DATING VIOLENCE, SEXUAL HARASSMENT, SEX-BASED HARASSMENT, AND TITLE IX REPORTING

DHS prohibits dating violence, sexual harassment, sex-based harassment, sexual assault, stalking, discrimination, and retaliation. Students should immediately report any conduct that makes them feel unsafe, targeted, pressured, humiliated, threatened, or sexually harassed.

Examples may include unwanted sexual comments, jokes, gestures, touching, pressure to date, controlling behavior, threats, sharing private images, repeated unwanted messages, stalking, or retaliation for ending a relationship or reporting misconduct.

Reports may be made to campus administration, the counselor, the Title IX Coordinator, or any trusted staff member. The district will respond in accordance with applicable law, Board Policy, and district procedures.

PRIVATE SPACES AND STUDENT PRIVACY

Restrooms, locker rooms, changing areas, nurse areas, and other private spaces must be used appropriately and respectfully. Students may not record, photograph, livestream, post, share, or possess images or video taken in private spaces. Violations may result in serious disciplinary action, law enforcement referral, and other consequences.

Students should report any concern involving privacy, recording, harassment, inappropriate conduct, or safety in private spaces immediately to a staff member.

SAFE STORAGE OF FIREARMS AND DANGEROUS ITEMS

Parents and guardians are encouraged to safely store firearms, ammunition, and dangerous items away from children and unauthorized users. Students may not bring weapons, ammunition, dangerous items, look-alike weapons, or prohibited items to school, on district transportation, or to school-related activities. Any threat or rumor involving a weapon must be reported immediately.

DHS STUDENT ACCOUNTABILITY MATRIX

The following matrix is intended to help students, parents, and staff understand common conduct concerns and typical campus responses. It does not replace the Student Code of Conduct. Administration may assign different or additional consequences depending on the facts, severity, frequency, safety impact, legal requirements, and student history.

DHS QUICK LANGUAGE FOR STUDENTS

- The Tiger Way means we protect learning time.
- Picking stops being picking when the other person is no longer okay with it.
- Phones and personal devices are off, away, out of sight, and not on the student's person during the school day unless approved.
- If you see a threat, report it. Do not repost it.
- If it is not yours, do not take it, hide it, damage it, or post it.
- If recording it makes the situation worse, do not record it.
- If a staff member gives a reasonable directive, follow it first and ask questions respectfully later.
- If you are out of dress code, correct it and return to learning.
- If you make a mistake, own it, fix it, and do better.

Area	Student-Friendly Rule	Examples	Possible Response
Attendance / Tardies	Be present, be on time, and be where you are assigned.	Skipping class, excessive tardies, leaving campus, loitering during class.	Warning, parent contact, detention, ISS, attendance plan, credit review, truancy prevention.
Devices	Phones and personal devices are off, away, out of sight, and not on the student's person during the school day unless approved.	Phone visible, used, worn, accessed, carried on person, earbuds/headphones in use, smart watch messaging, or refusal to surrender device.	Confiscation, parent contact, parent pickup when required, detention, ISS, loss of privilege, defiance consequence.
Dress Code	Come dressed for school in a clean, respectful, school-appropriate way.	Inappropriate coverage, prohibited images, hats/hoods inside, unsafe accessories.	Opportunity to correct, parent contact, campus clothing, detention/ISS for refusal or repeat violations.
Picking / Bullying	If someone asks you to stop, stop. If the same person keeps being targeted, it is no longer just picking.	Repeated jokes, group teasing, online embarrassment, intimidation, rumors.	Conference, parent contact, support plan, bullying review, discipline, retaliation monitoring.
Threats / Safety	Report threats. Do not joke, repost, or encourage them.	Threats, hit lists, weapon rumors, planned fights, school shooting comments.	Immediate investigation, parent contact, threat assessment, SRO/law enforcement, discipline/removal.
Vaping / Substances	Do not bring, hold, hide, share, use, or post prohibited substances or devices.	E-cigarettes/vapes, nicotine devices, cartridges, pods, THC, edibles, alcohol, drugs, look-alikes.	Confiscation, parent contact, SRO/law enforcement as appropriate, administrative DAEP review; first-time e-cigarette possession or use results in DAEP placement or at least 10

			school days of ISS if DAEP is not assigned, OSS/ISS pending placement when permitted, expulsion review when required.
Social Media / Recording	If recording or posting makes it worse, do not do it.	Posting fights, group chat harassment, bathroom video, fake accounts, threats.	Investigation, parent contact, removal of content request, discipline, law enforcement if warranted.
Physical Conduct	Keep hands, feet, and objects to yourself.	Fighting, horseplay, pushing, throwing objects, assault.	Investigation, parent contact, ISS/OSS when appropriate, DAEP/expulsion review when required, and law enforcement if warranted.
Academic Integrity	Submit your own work and use AI only when allowed.	Copying, plagiarism, AI misuse, sharing answers, unauthorized devices.	Grade consequence, redo/alternate assignment, parent contact, academic integrity review, discipline.
Common Areas	Use common areas correctly and move with purpose.	Restroom misuse, hallway loitering, cafeteria disruption, opening exterior doors.	Redirection, loss of privilege, parent contact, detention, ISS, restitution, discipline.
Role	Name	Contact	
Campus Behavior Coordinator / Principal	Bobby Betts	bbetts@dlsisd.org 903-645-3968 ext. 402	
Additional Discipline Support / Dean of Students	Davin Nelson	Contact through DHS main office 903-645-3968	
Assistant Principal	Kristi Means	Contact through DHS main office 903-645-3968	
Student Services Coordinator	Kristy Sutton	Contact through DHS main office 903-645-3968	

BULLYING, “PICKING,” HARASSMENT, AND STUDENT MISTREATMENT

Daingerfield High School is committed to providing a safe, respectful, and orderly learning environment for all students. Students are expected to treat one another with dignity, respect, and self-control in person, online, during school activities, and in any setting where student conduct substantially affects the school environment.

Not every disagreement, argument, joke, rumor, or conflict is bullying. However, all inappropriate behavior may be addressed when it disrupts school, harms another student, interferes with learning, violates the Student Code of Conduct, or creates a safety concern.

This section is intended to help students, parents, and staff understand the difference between normal peer conflict, rude or mean behavior, “picking,” harassment, bullying, cyberbullying, threats, and retaliation.

WHAT IS BULLYING?

Bullying is a significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves written, verbal, electronic, or physical conduct.

Bullying may include conduct that physically harms a student, damages a student’s property, causes a student to reasonably fear harm, creates an intimidating, threatening, or abusive educational environment, substantially disrupts the orderly operation of a classroom or school activity, interferes with a student’s educational opportunities, or infringes on a student’s rights at school.

Bullying may occur face-to-face, through another person, in writing, through social media, text messages, group chats, videos, images, online posts, or other electronic communication. Cyberbullying may be addressed by the school when it occurs on campus, during school-related activities, using district technology, or when off-campus online behavior substantially disrupts school, interferes with a student’s educational opportunities, or affects the rights or safety of students at school.

KEY ELEMENTS REVIEWED BY ADMINISTRATION

- Targeted behavior: The conduct is directed toward a specific student or group of students.
- Significant act or pattern of acts: Bullying may involve one serious act or repeated behavior over time.
- Imbalance of power: One student or group has power over another student in a way that makes it difficult for the targeted student to defend themselves, stop the behavior, or feel safe.
- Harm, fear, disruption, or interference: The behavior impacts the student, school environment, safety, or learning.

“PICKING” AT SCHOOL

At DHS, students may use the word “picking” to describe teasing, joking, messing with someone, bothering someone, or making repeated comments toward another student.

Not all picking is bullying. Some picking may be joking between friends when both students are comfortable, and both students are participating equally. However, picking becomes a concern when it is unwanted, repeated, targeted, embarrassing, threatening, physical, online, or continues after a student asks for it to stop.

Students should understand that “I was just picking” does not excuse behavior that hurts, humiliates, intimidates, threatens, or disrupts another student’s ability to feel safe and respected at school.

WHEN PICKING MAY BE MINOR

- Both students are friends or peers with generally equal power.
- Both students are laughing or participating equally.
- The comments are not personal, threatening, sexual, discriminatory, humiliating, or aggressive.
- The behavior stops when someone asks for it to stop.
- The behavior does not create a disruption or interfere with learning.

Even minor picking may still be corrected by staff if it becomes disruptive, inappropriate, or annoying to others.

WHEN PICKING BECOMES A PROBLEM

- A student asks for it to stop and it continues.
- The same student is targeted repeatedly.
- Other students join in, laugh, record, post, or encourage it.
- The behavior embarrasses, isolates, or humiliates another student.
- The comments involve appearance, body, family, race, disability, sex, religion, personal characteristics, rumors, or private information.
- The behavior happens online, in group chats, through social media, or through shared images or videos.
- The behavior causes a student to avoid class, school, lunch, extracurricular activities, or other students.
- The behavior disrupts the school environment.
- The behavior involves threats, intimidation, physical contact, or property damage.

SIMPLE RULE FOR STUDENTS

- If everyone is not laughing, it may not be joking.
- If someone asks you to stop, stop.
- If the same person keeps being targeted, it is no longer “just picking.”
- If your words, actions, group chat, post, or video embarrass, threaten, isolate, or harm another student, it may result in disciplinary action.

The Tiger Way means we do not use “picking” as an excuse to disrespect, embarrass, intimidate, or mistreat others.

TYPES OF BULLYING OR MISTREATMENT

- Physical bullying: Hitting, pushing, tripping, kicking, shoving, blocking a student’s path, taking or damaging property, throwing objects, or physically intimidating another student.

- Verbal bullying: Name-calling, insults, threats, demeaning comments, mocking, repeated teasing after being told to stop, or comments intended to embarrass or isolate a student.
- Social or relational bullying: Spreading rumors, encouraging others to exclude a student, publicly embarrassing a student, sharing private information, turning a group against a student, or using social influence to isolate another student.
- Cyberbullying: Using text messages, group chats, social media, images, videos, screenshots, fake accounts, or online posts to target, threaten, embarrass, isolate, or harm another student.

WHAT BULLYING IS NOT

Not every negative interaction between students is bullying. Some situations may still violate school rules but may not meet the definition of bullying.

- A single argument between students of equal power.
- Mutual conflict where both students are participating equally.
- A disagreement between friends.
- A one-time rude comment with no pattern, threat, power imbalance, or school disruption.
- A student not wanting to be friends with another student.
- A misunderstanding that is corrected once adults intervene.

Even when conduct is not bullying, it may still be addressed as disrespect, harassment, disruption, threats, fighting, inappropriate language, cyber misconduct, or another Student Code of Conduct violation.

RETALIATION IS PROHIBITED

Students may not retaliate against another student, witness, parent, or staff member for reporting bullying, participating in an investigation, providing information, or seeking help. Retaliation may include threats, intimidation, social exclusion, online posts, rumors, encouraging others to target the person who reported, confronting a student for “snitching,” or any action intended to punish someone for reporting or cooperating.

REPORTING BULLYING, PICKING, HARASSMENT, THREATS, OR RETALIATION

Students are encouraged to report bullying, cyberbullying, harassment, threats, retaliation, or picking that has become harmful, repeated, targeted, threatening, or disruptive as soon as possible. Reports may be made to a teacher, counselor, campus administrator, Campus Behavior Coordinator, school resource officer when safety is involved, any trusted staff member, or the district’s reporting system if available.

Students should report what happened, when it happened, where it happened, who was involved, who witnessed it, and whether there are screenshots, videos, messages, posts, or other evidence. Parents and guardians may also report concerns to campus administration.

ANONYMOUS REPORTS, CONFIDENTIALITY, AND FALSE REPORTS

Students and parents may report concerns directly to a teacher, counselor, administrator, district employee, or through any district-approved reporting method, including an anonymous method when available. Anonymous reports will be reviewed based on the information provided, but limited detail may limit the district’s ability to investigate or respond.

The district will protect privacy to the extent permitted by law, but cannot promise complete confidentiality when information must be shared to investigate, protect safety, provide due process, or comply with legal duties.

Retaliation is prohibited. Knowingly false reports, fabricated screenshots, altered evidence, or reports made to harass or retaliate may result in discipline.

CAMPUS RESPONSE

When a report is received, campus administration will review the concern and take appropriate steps based on the facts of the situation. The campus response may include student interviews, witness statements, review of screenshots or videos, parent or guardian notification as required, safety planning, counseling or support services, restorative

intervention when appropriate, supervision adjustments, disciplinary consequences when warranted, referral to law enforcement when required or appropriate, and follow-up monitoring.

BULLYING, PICKING, AND RELATED CONDUCT: QUICK GUIDE

This guide helps students and parents understand the difference between conflict, rude behavior, picking, harassment, bullying, cyberbullying, threats, and retaliation. It is a guide only and does not replace administrator judgment, Board policy, the Student Code of Conduct, or applicable law.

Concern	How to tell the difference	Typical campus response
Peer Conflict	Two students disagree or argue with generally equal power and participation. It is not a pattern of one student targeting another.	Redirection, conference, mediation, parent contact if needed, and documentation if repeated.
Rude / Mean Behavior	A student says or does something inappropriate or hurtful, but it may be isolated and may not involve a power imbalance.	Reteach expectations, apology or restorative conversation, parent contact, detention or ISS if warranted.
Picking	Teasing, joking, or bothering someone. It becomes a problem when it is unwanted, repeated, targeted, embarrassing, disruptive, physical, online, or continues after someone says stop.	Staff redirection, warning, conference, parent contact, restorative conversation, discipline if repeated or serious, and bullying review when the facts support it.
Harassment	Conduct that threatens, intimidates, humiliates, or substantially harms a student's safety or educational environment, including conduct tied to protected characteristics.	Immediate administrative review, parent notification, support plan, investigation, discipline, and Title IX or other district process if applicable.
Bullying	A significant act or pattern of acts directed at a student that exploits an imbalance of power and causes harm, fear, intimidation, disruption, or interference with school.	Bullying investigation, parent notification, safety/support plan, counseling, restorative intervention when appropriate, and discipline under the Student Code of Conduct.
Cyberbullying	Bullying through electronic communication, including texts, group chats, social media, images, videos, posts, or fake accounts.	Evidence review, screenshots/messages collected, parent notification, support plan, discipline, and law enforcement referral when threats or criminal conduct are involved.
Threat	A statement, action, image, post, or message that a reasonable person would view as communicating intent to harm a person, school, or property.	Immediate safety assessment, administrator/SRO involvement, parent notification, threat assessment process, discipline, and possible removal or law enforcement referral.
Retaliation	Targeting someone because they reported, helped with an investigation, gave information, or sought help.	Administrative review, parent contact, protection from further retaliation, discipline, safety plan, and monitoring.

Student reminder: Picking stops being “just picking” when the other person is not okay with it, asks for it to stop, or becomes the repeated target of jokes, posts, comments, or embarrassment.

CONDUCT BEFORE, DURING, AND AFTER SCHOOL

Students are expected to follow campus rules, the Student Code of Conduct, and staff directions before school, during the school day, after school, while on district property, while attending school-sponsored or school-related activities, and while participating in school events away from district property.

Teachers, administrators, sponsors, coaches, and other authorized school personnel have authority over student conduct at school and during school-sponsored or school-related activities. Students may be subject to disciplinary consequences in accordance with the Student Code of Conduct, campus procedures, organization rules, and applicable law.

Morning Expectations

Before school, students may report only to designated supervised areas, such as the cafeteria, courtyard, morning tutorials, or other areas approved by campus administration. Students may not congregate in student parking areas, athletic facilities, hallways, classrooms, restrooms, locker rooms, or other unsupervised areas unless authorized by a staff member.

During the School Day

Students are expected to be in their assigned class or approved location. Students may not remain in hallways, visit classrooms, loiter in common areas, or leave an assigned area without permission. A student outside of class during instructional time must have permission from school personnel and must report directly to the approved destination.

After School

Students may remain on campus only for approved and supervised purposes, including tutorials, practices, rehearsals, meetings, school events, or other activities supervised by school personnel. Students may not congregate in student parking areas, athletic facilities, hallways, classrooms, restrooms, locker rooms, or other areas without adult supervision.

Loitering or standing in the halls between classes or after school is not permitted. During class time, students must have permission or a hall pass to be outside the classroom. Failure to follow hallway, supervision, or pass procedures may result in disciplinary action in accordance with the Student Code of Conduct.

CORPORAL PUNISHMENT

May be used as a discipline management technique only in accordance with district policy, the Student Code of Conduct, and applicable law. For more information, see policy FO(LOCAL).

Parents who do not want corporal punishment administered to their child must submit the required district form or provide a written statement to the campus principal. This written notice must be submitted each school year.

A parent may revoke the prohibition against corporal punishment at any time during the school year by providing a signed written statement to the campus principal. The district may choose to use disciplinary consequences or intervention methods other than corporal punishment, even if a parent requests that corporal punishment be used.

ELECTRONIC COMMUNICATIONS BETWEEN STUDENTS AND DISTRICT EMPLOYEES

The district permits teachers and other authorized employees to communicate electronically with students only within the scope of the employee's professional responsibilities and in accordance with district guidelines.

Electronic communication may include approved school communication platforms, district email, learning management systems, classroom pages, team or organization communication tools, and other district-approved methods.

Employees are expected to maintain professional boundaries when communicating electronically with students. Communication should be school-related, appropriate, and connected to instruction, extracurricular activities, school operations, or student support.

One-to-one electronic communication between a district employee and a student must comply with district procedures. When required by district guidelines, the employee must copy the communication to the employee's district email account, include a parent or another district employee, or use an approved district platform.

A parent who does not want their child to receive one-to-one electronic communications from a district employee should contact the campus principal in writing.

DISRUPTIONS

Students may not engage in conduct that disrupts school operations, interferes with instruction, threatens safety, or interferes with the rights of others.

Disruptive conduct may include, but is not limited to:

Interfering with the movement of people in an exit, entrance, hallway, stairway, or other area of district property.

Entering or remaining in an area without authorization.

Interfering with an authorized school activity by seizing control of all or part of a building or area.

Using force, violence, threats, intimidation, or disruption to prevent participation in an authorized assembly or school activity.

Using force, violence, threats, or intimidation to prevent people from entering or leaving district property.

Disrupting classes, school activities, or school operations while on district property or on public property near district property.

Making loud noises, using profanity, engaging in misconduct, or attempting to entice a student away from a required class or activity.

Entering a classroom or school area without authorization.

Interfering with the transportation of students in district vehicles.

Encouraging, recording, posting, sharing, or participating in conduct that substantially disrupts the educational environment.

Students who engage in disruptive conduct may be subject to disciplinary action in accordance with the Student Code of Conduct, Board policy, and applicable law; it will be taken seriously.

SOCIAL EVENTS

School rules apply to all school-sponsored social events, including dances, banquets, prom, and other campus activities. Students and guests are expected to follow the Student Code of Conduct, campus procedures, event rules, dress expectations, and staff directions.

A student who brings a guest to a school social event is responsible for ensuring the guest understands and follows school rules. Guests who fail to follow school expectations may be removed from the event, denied future attendance, or subject to other action as appropriate.

Guests may be required to receive prior approval from campus administration. No guest over the age of 20 will be permitted to attend prom or other designated student social events unless specifically approved by campus administration.

A student or guest who leaves a social event before the official end of the event may not be readmitted.

The dress code applies to school social events unless specific event exceptions are announced by campus administration. Prom or formal-event attire may include approved exceptions to the regular school-day dress code; however, attire must remain appropriate for a school-sponsored event.

For prom and formal events, campus administration may permit formal attire such as strapless dresses, spaghetti straps, open-back dresses, or dresses with slits, provided the attire remains appropriate and does not expose private areas, undergarments, midriff, or areas that create a disruption or safety concern.

Sheer or see-through material must provide appropriate coverage. Students who do not meet event dress expectations may be denied entry, required to correct the issue, or removed from the event. Ticket refunds are not guaranteed when a student or guest is denied entry or removed due to failure to follow event expectations.

Campus administration will make event-entry decisions based on the Student Code of Conduct, campus procedures, event expectations, and the specific facts of the situation.

SCHOOL EVENTS, ATHLETIC CONTESTS, TRAVEL, AND AWAY ACTIVITIES

The Student Code of Conduct and campus expectations apply at home and away athletic contests, performances, field trips, competitions, hotels, restaurants, transportation stops, and other school-sponsored or school-related activities. Students must follow host-site rules, event-security requirements, sponsor directions, and transportation procedures. Misconduct may result in removal from the event, return to a parent when practicable, loss of participation or travel privileges, school discipline, and law-enforcement action when appropriate.

Students and guests may be denied entry or removed for prohibited items, intoxication, fighting, threats, harassment, refusal to follow directions, disruptive behavior, or violation of event rules. A ticket does not guarantee admission or continued attendance, and refunds are not guaranteed after a rule violation.

SENIOR PRANKS, PROMPOSALS, UNSANCTIONED STUNTS, AND DECORATIONS

Pranks, promposals, surprise events, decorations, demonstrations, and stunts require advance administrative approval when they affect school property, instruction, student movement, safety, or a school activity. Student tradition or senior status does not authorize trespass, unauthorized entry, vandalism, theft, alarms, smoke, fire, animals, water, powders, glitter, paint, adhesive, blocking doors or roads, fake emergencies, humiliation, or disruption.

Students may be responsible for cleanup, repair, restitution, loss of privileges, removal from activities, discipline, and law-enforcement referral. A prank or proposal that uses a replica weapon, threatening message, sexual content, discriminatory content, or conduct that could reasonably cause alarm will be treated as a safety concern rather than excused as a joke.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation. Students are expected to treat other students, staff, and visitors with courtesy and respect. Students are also expected to avoid conduct known to be offensive and to stop inappropriate conduct when directed to stop.

District employees are expected to treat students with courtesy, dignity, and respect. The Board has established policies and procedures to prohibit and respond to inappropriate and offensive conduct based on a person's race, color, religion, sex, gender, national origin, disability, or any other basis prohibited by law. For more information, see policy FFH.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person. Dating violence may also be considered harassment when the conduct 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 may include physical assault, sexual assault, threats, name-calling, humiliation, destroying property, threats of self-harm or harm to others if the relationship ends, attempts to isolate the student from friends or family, stalking, monitoring, pressure through texts or social media, or encouraging others to intimidate or harm the student.

Discrimination

Discrimination is conduct directed at a student based on race, color, religion, sex, gender, national origin, disability, or any other basis prohibited by law that negatively affects the student's educational environment.

Harassment

Harassment is conduct that 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 may include offensive or derogatory language, slurs, insults, jokes, rumors, name-calling, threats, intimidation, offensive comments about protected characteristics, physical aggression, graffiti, images, posts, printed material promoting negative stereotypes, theft, damage to property, or other aggressive conduct connected to harassment.

Sexual Harassment

Sexual harassment of a student is prohibited. Romantic, sexual, or inappropriate social relationships between students and district employees, volunteers, or other adults acting on behalf of the district are prohibited, even if described as consensual.

Examples may include unwelcome touching, touching private body parts, coercing or pressuring sexual contact, sexual advances, jokes or conversations of a sexual nature, sexually motivated conduct or communication, requests for sexual images, sharing sexual rumors or images, or comments about a person's body or sexual behavior.

Conduct involving sexual harassment, sexual abuse, dating violence, discrimination, or retaliation will be addressed in accordance with district policy, including FFH, and applicable law.

PUBLIC DISPLAY OF AFFECTION

Students are expected to maintain appropriate physical boundaries at school and at school-sponsored events.

Inappropriate public displays of affection may include kissing, prolonged embracing, touching private areas, sitting on another student's lap, petting, or other physical contact that is sexual in nature or inappropriate for the school setting.

Students who engage in inappropriate public displays of affection may be redirected, counseled, separated, referred to administration, or assigned disciplinary consequences in accordance with the Student Code of Conduct.

WARNING SIGNS OF SEXUAL ABUSE AND SEX TRAFFICKING

Parents and school staff should be aware of warning signs that may indicate a child has experienced sexual abuse, sex trafficking, neglect, or other maltreatment.

Possible warning signs of sexual abuse may include difficulty sitting or walking, pain in the genital area, frequent stomachaches or headaches, verbal references to sexual activity between adults and children, sexualized play or behavior, fear of being alone with certain adults or individuals, withdrawal, depression, changes in sleeping or eating, problems in school, or sudden changes in behavior, attendance, grades, or relationships.

Sex trafficking may involve forcing, pressuring, manipulating, or coercing a person, including a child, into sexual abuse, sexual assault, indecency, prostitution, pornography, or other sexual exploitation. Traffickers may be strangers, but they are often people known to the child, including peers, romantic partners, family members, mentors, coaches, or others. Traffickers may also make contact online.

Possible warning signs of sex trafficking may include sudden changes in attendance, friend groups, vocabulary, demeanor, or attitude; sudden appearance of expensive items; tattoos or branding; refillable gift cards or unexplained money; frequent runaway episodes; multiple phones or social media accounts; provocative images online or on a phone; unexplained injuries; isolation; older boyfriends or girlfriends; fearful or secretive behavior; or a student appearing to be monitored or controlled by another person.

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

Reports may be made to the Texas Abuse Hotline / DFPS at 1-800-252-5400 or through the Texas Abuse Hotline website. In an emergency or immediate danger, call 911.

RETALIATION

Retaliation against a person who makes a good-faith report of dating violence, discrimination, harassment, sexual harassment, abuse, bullying, or other prohibited conduct is prohibited. Retaliation is also prohibited against a person who participates in an investigation, provides information, serves as a witness, or seeks help.

Retaliation may include threats, intimidation, harassment, social exclusion, rumors, online posts or messages, encouraging others to target the person, unjustified punishment or adverse action, or conduct intended to discourage reporting or cooperation.

Retaliation does not include ordinary peer conflict, petty slights, minor annoyances, or appropriate school consequences based on a student's own misconduct. A person who knowingly makes a false claim, provides false statements, or refuses to cooperate with a district investigation may be subject to disciplinary action.

REPORTING AND INVESTIGATION PROCEDURES

A student who believes they have experienced dating violence, discrimination, harassment, sexual harassment, retaliation, abuse, or other prohibited conduct should immediately report the concern to a teacher, counselor, principal, campus administrator, or another district employee. A report may also be made by the student's parent or guardian.

For reports involving discrimination, harassment, dating violence, sexual harassment, or retaliation, the district will follow applicable policy, including FFH(LOCAL).

The district will investigate allegations of prohibited conduct promptly and in accordance with district policy and applicable law. To the extent possible, the district will respect student privacy; however, limited disclosures may be necessary to conduct a thorough investigation, provide support, protect safety, or comply with law.

If an investigation indicates that prohibited conduct occurred, the district will take appropriate corrective action, disciplinary action, support measures, or other steps to address the conduct and reduce the likelihood of recurrence. The district may take disciplinary or corrective action even if the conduct does not rise to the level of unlawful conduct.

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

DELIVERIES TO SCHOOL

Daingerfield High School limits deliveries to students during the school day to protect instructional time, reduce disruptions, support campus safety, and maintain orderly school operations.

The campus will not accept deliveries of flowers, gifts, balloons, food orders, restaurant deliveries, or similar items for students unless approved by the principal or designee.

Exceptions may be made for designated school-approved occasions or events, such as Valentine's Day, when announced by campus administration. Even on designated days, items may be limited based on safety, space, transportation, allergies, or disruption concerns.

Parents may eat lunch with their student during designated lunch times and in designated areas. Parents may bring food for their own student only. Food brought by a parent may not be shared with other students.

Outside food deliveries from restaurants, delivery services, or third parties will not be accepted for students unless prior approval has been granted by the principal or designee.

DISCIPLINE MANAGEMENT

Discipline at Daingerfield High School is designed to correct misconduct, teach accountability, protect instructional time, maintain campus safety, and encourage students to meet their responsibilities as members of the school community.

Disciplinary action will be based on the professional judgment of teachers, administrators, and other authorized school personnel and may include a range of discipline management techniques.

Student discipline will be administered fairly and equitably and based on a careful review of the circumstances of each case. Factors considered may include the seriousness of the offense, the student's age and grade level, disciplinary history, frequency or pattern of misconduct, intent or lack of intent, self-defense, attitude and cooperation, effect on the school environment, safety concerns, substantial disruption, disability-related considerations, Texas Education Code Chapter 37, the Student Code of Conduct, Board policy, and applicable law.

AUTHORITY OF DAINGERFIELD-LONE STAR ISD

The district has authority to maintain a safe, secure, and orderly learning environment on district property, at school-sponsored or school-related activities, and in any circumstance where student conduct is subject to the Student Code of Conduct.

The district takes misconduct involving weapons, illegal drugs, controlled substances, vaping, tobacco, alcohol, threats, violence, assault, abusive behavior, and other serious safety concerns seriously.

A student who violates the Student Code of Conduct may be subject to disciplinary action, removal, DAEP placement, expulsion review, citation, arrest, referral to law enforcement, or other action when permitted or required by law.

Discipline decisions will be made in accordance with the Student Code of Conduct, Board policy, Texas Education Code Chapter 37, and applicable state and federal law.

MISCONDUCT VIOLATIONS AND CONSEQUENCES

The Student Code of Conduct describes a broad range of behaviors considered student misconduct and the disciplinary consequences that may be assigned.

The examples of misconduct listed in the handbook or Student Code of Conduct are representative and are not exhaustive. A student who engages in misconduct not specifically listed may still be subject to disciplinary action when the conduct violates campus expectations, Board policy, the Student Code of Conduct, or applicable law.

Campus administration may consider the severity of the offense, persistent misconduct, safety concerns, disruption to the school environment, and other legally relevant factors when determining appropriate consequences.

Consequences may include warning or redirection, parent contact, conference, restorative or corrective action, detention, loss of privileges, In-School Suspension, Out-of-School Suspension, behavior contract, referral to support services, DAEP placement when permitted or required, expulsion review when permitted or required, or referral to law enforcement when required or appropriate.

A student may not avoid accountability by using a new product name, app, device, slang term, delivery method, technicality, or claimed joke when the underlying conduct violates the purpose or text of a rule. At the same time, discipline must be based on facts and the controlling Code of Conduct—not speculation or a desire to punish merely unpopular conduct.

POSSESSION, CONTROL, AND CLAIMS OF OWNERSHIP

For prohibited-item and contraband investigations, administrators may consider whether an item was on the student, in the student's belongings, in an assigned space, in a vehicle under the student's control, or knowingly held, hidden, transported, or safeguarded for another person. A claim that an item belongs to another person does not automatically resolve the matter. Shared spaces and disputed ownership will be evaluated using all available facts; the handbook does not create automatic guilt based only on proximity.

FIGHTING, ASSAULT, SELF-DEFENSE, AND GROUP VIOLENCE

Fighting, assault, and physical aggression require immediate administrative review. Fighting generally involves mutual participation in physical aggression. Assault may involve a one-sided attack, bodily injury, or offensive physical contact. Horseplay, pushing, "play fighting," or crowd behavior may be disciplined when it creates a safety risk, causes injury, disrupts school, or escalates into a fight.

Self-Defense

Self-defense is a factor that administrators are required to consider; it is not an automatic exemption from discipline. Administration will review whether the student reasonably believed force was immediately necessary to protect against harm, whether the response was proportionate, whether the student could disengage or seek adult help, and whether the student continued, chased, re-engaged, retaliated, or arranged a later confrontation after the immediate threat ended.

Instigating, Arranging, Encouraging, or Recording a Fight

Students may be disciplined for arranging a fight, sharing a location or time, recruiting participants, blocking another student's escape, surrounding a confrontation, encouraging violence, refusing to disperse, interfering with staff, recording for the purpose of promoting or humiliating, posting or monetizing a fight, or retaliating after an incident. A student who is not directly striking another person may still have a significant role in causing or escalating the event.

Bystander Expectations

Students should move away from a developing fight, follow staff directions, and report the concern. Students should not form a crowd, chant, livestream, pass phones, prevent staff access, or help participants avoid supervision. Students may preserve necessary information for a report, but should not repost or circulate harmful content.

Parent Questions and Confidentiality

Administrators will review each student's actions separately. Consequences may differ based on who initiated contact, who participated, whether a student could disengage, injury, intent, self-defense, prior conduct, disability-related protections, and other evidence. The district generally may not disclose another student's statements or consequences because student discipline records are confidential.

WEAPONS, REPLICAS, AND DANGEROUS ITEMS

Students may not possess, use, display, threaten with, sell, deliver, or distribute weapons, prohibited items, replicas, or objects used or intended to be used as weapons on district property, in district vehicles, or at school-sponsored or school-related activities.

Examples include firearms, ammunition, knives, clubs, explosive or incendiary devices, fireworks, stun devices, chemical-defense sprays, BB or pellet guns, airsoft guns, gel or Orbeez blasters, realistic water guns, toy or replica firearms, slingshots, laser devices used to threaten or endanger, and any object altered, displayed, or used in a manner capable of causing injury or alarm. This list is not exhaustive.

A student who unintentionally brings a questionable item should not display, handle, pass, hide, or attempt to dispose of it. The student should immediately notify an administrator or staff member. A claim that the student forgot the item was in a bag or vehicle will be considered with the other facts but does not automatically prevent disciplinary or legal review.

Tools, CTE equipment, athletic equipment, props, or instructional items may be possessed only for an approved school purpose and under staff direction. Students must obtain advance administrative approval before bringing a replica, prop weapon, or unusual item for a project, performance, costume, or activity.

Consequences may include confiscation, parent notification, emergency action, threat assessment, DAEP or expulsion review, and law-enforcement referral as permitted or required by the Student Code of Conduct and law.

STUDENT DISCIPLINE CONSEQUENCES AND PLACEMENT GUIDELINES

Daingerfield High School is committed to maintaining a safe, orderly, respectful, and productive learning environment. Student discipline will be administered in accordance with the Daingerfield-Lone Star ISD Student Code of Conduct, campus procedures, board policy, and applicable state and federal law.

Disciplinary consequences are intended to correct behavior, protect instructional time, maintain campus safety, and help students understand the impact of their choices. Consequences may vary based on the nature of the offense, the student's disciplinary history, the severity of the behavior, the impact on others, and any required legal or procedural considerations.

In all disciplinary decisions involving suspension, DAEP placement, expulsion, or other removals, the district will consider legally required factors, including self-defense, intent or lack of intent, disciplinary history, disability status when applicable, and other relevant circumstances as required by Texas Education Code Chapter 37.

Detention

may be assigned as a disciplinary consequence for minor violations of campus expectations, including but not limited to tardiness, failure to follow classroom procedures, failure to bring required materials, minor disruptions, or other conduct that interferes with the orderly operation of the school.

Students assigned to detention are expected to report on time, bring any required materials, remain respectful, and comply with all detention expectations. Students who arrive late, fail to bring required materials, disrupt detention, or fail to attend an assigned detention may receive additional disciplinary consequences, which may include In-School Suspension.

In-School Suspension

In-School Suspension, also referred to as ISS, is a campus-based disciplinary placement used as a discipline management technique. ISS is held during the regular school day, Monday through Friday, from 8:00 a.m. to 3:30 p.m., or during the hours designated by campus administration.

Students assigned to ISS are expected to:

- Report on time.
- Follow all ISS rules and procedures.
- Complete assigned academic work.
- Remain quiet and respectful.
- Follow staff directions immediately.
- Refrain from disruptive behavior.
- Eat lunch at the time and location designated by staff.

Remain in the assigned ISS location unless permitted to leave.

ISS is supervised by designated school personnel. Surveillance cameras may be used in the ISS classroom or designated ISS area for safety and supervision purposes.

Students assigned to ISS remain responsible for completing classroom assignments. Teachers will provide assignments when appropriate, and students will be allowed to complete academic work while assigned to ISS. Additional academic or reflective assignments may also be provided by administration.

A student who is disruptive in ISS, refuses to complete assigned work, fails to follow ISS procedures, or fails to comply with staff directives may receive additional disciplinary consequences. These consequences may include additional ISS, Out-of-School Suspension, parent conference, behavior contract, loss of privileges, or referral for further disciplinary review.

Days missed due to Out-of-School Suspension generally do not count toward completion of an ISS assignment unless otherwise determined by administration.

Possible One-Day ISS Violations

A student may be assigned one day of ISS for conduct including, but not limited to:

Disrespect toward faculty, staff, or other students.

Minor classroom disruption.

Minor vandalism or misuse of school property.

Unacceptable physical contact that could result in injury.

Loitering in unauthorized areas.

Cheating, copying, or academic dishonesty.

Public display of affection.

Skipping class.

Profane language not directed at another person.

Accumulation of excessive detentions.

Leaving an assigned area without permission.

Leaving campus without permission.

Failure to follow classroom or campus procedures.

Any other conduct that interferes with the orderly educational process.

Possible Three-Day ISS Violations

A student may be assigned three days of ISS for conduct including, but not limited to:

Repeated or persistent misconduct.

Disorderly behavior that disrupts the school environment.

Failure to comply with assigned disciplinary consequences.

Truancy or repeated failure to attend assigned classes.

Possession or distribution of obscene, vulgar, or inappropriate materials.

Profane, obscene, indecent, racially offensive, ethnically offensive, or abusive language or gestures directed toward another person.

Harassment of another student or staff member.

Bullying, taunting, intimidation, or threatening behavior that does not require a higher-level placement.

Disrespect toward administrators, campus security, or other school officials.

Misuse of district technology, district network access, electronic devices, or district-owned equipment.

Falsifying, altering, or signing another person's name on school documents.

Theft, attempted theft, possession of stolen property, gambling, extortion, or related misconduct.

Throwing objects that could cause injury or property damage.

Repeated classroom removals or repeated violations of campus expectations.

Misbehavior while assigned to one-day ISS.

Recording, posting, sharing, or encouraging inappropriate behavior, including fights, bullying, harassment, threats, or disruptions.

Any other conduct that interferes with the orderly educational process.

Note: Possession of a knife, weapon, or prohibited item will be handled in accordance with the Student Code of Conduct and Texas Education Code Chapter 37. Depending on the item and circumstances, the conduct may require DAEP placement, expulsion review, law enforcement notification, or other action.

Possible Five-Day ISS Violations

A student may be assigned five days of ISS for conduct including, but not limited to:

Persistent acts of disobedience or disorderly conduct.

Misbehavior while assigned to one-day or three-day ISS.

Providing false information during a school investigation.

Refusing to cooperate during a school investigation.

Failing to report knowledge of a threat, dangerous item, weapon, substance, or situation that could cause harm to self or others.

Failure to comply with assigned disciplinary consequences.

Gang-related behavior, symbols, threats, intimidation, or activity.

Threatening another student or staff member.

Blatant insubordination toward any staff member.

Vandalizing, damaging, or defacing district property or personal property.

Serious or repeated disruption of the school environment.

Any other conduct that interferes with the orderly educational process.

Possible Ten-Day ISS Violations

A student may be assigned up to ten days of ISS for conduct including, but not limited to:

Persistent misbehavior after prior interventions or consequences.

Repeated failure to comply with ISS rules or other disciplinary placements.

Serious disruption of school operations.

Interference with school authorities, instruction, or campus safety procedures.

Inappropriate sexual conduct that does not require immediate DAEP or expulsion action.

Being inside the school building or on school property after hours without prior authorization from campus administration.

Recording, posting, sharing, or distributing inappropriate school-related behavior, including fights, threats, harassment, bullying, inappropriate language, or disruptions.

Social media activity that substantially disrupts the school environment, threatens safety, targets students or staff, or violates the Student Code of Conduct.

Any other conduct that substantially interferes with the orderly educational process.

Important: Social media discipline must be based on whether the conduct violates the Student Code of Conduct, creates a substantial disruption to the school environment, involves threats, harassment, bullying, intimidation, or impacts the rights or safety of others. Discipline will not be based solely on criticism of the district or staff unless the conduct violates applicable policy or law.

Fighting

Fighting on campus, at a school-sponsored activity, on district transportation, or during a school-related event will result in disciplinary review and may result in ISS, Out-of-School Suspension, DAEP placement, law enforcement

referral, or other consequences as permitted or required by the Student Code of Conduct and Texas Education Code Chapter 37.

Students involved in a physical altercation may be subject to DAEP placement depending on the severity of the incident, injuries, prior conduct, disruption to the campus, and other relevant factors. Conduct that meets the requirements for mandatory DAEP placement or expulsion will be handled according to law and district procedure. Texas Education Code Chapter 37 identifies conduct requiring or permitting DAEP placement and expulsion, and TEA's discipline guidance describes minimum required and maximum allowed disciplinary actions for PEIMS reporting purposes.

Out-of-School Suspension

Out-of-School Suspension, also referred to as OSS, may be assigned for serious misconduct or when a student's behavior requires temporary removal from the campus setting. OSS may be assigned for up to three school days, unless otherwise permitted by law.

When a student is assigned OSS, the parent or guardian will be notified. The student is expected to complete missed assignments in accordance with district grading and make-up work procedures.

A student assigned to OSS is prohibited from being on any district property during the suspension period unless authorized by campus administration. This includes the regular school day, school-sponsored activities, athletic events, extracurricular events, and events held after school hours. A student who comes onto district property during OSS without permission may be subject to additional disciplinary action and may be referred for trespassing.

Disciplinary Alternative Education Program

Students may be assigned to a Disciplinary Alternative Education Program, also referred to as DAEP, when required or permitted by the Student Code of Conduct and Texas Education Code Chapter 37.

Students assigned to DAEP are prohibited from being on DLSISD property other than the assigned DAEP location unless authorized by administration. Students assigned to DAEP may also be prohibited from riding district transportation, participating in extracurricular activities, attending school-sponsored events, representing the district in any extracurricular or co-curricular capacity, or being present at school-related activities on or off district property, as provided by law, policy, and the terms of the placement order.

Violation of DAEP placement restrictions may result in additional disciplinary action, referral to law enforcement, or trespass consequences.

A DAEP placement will be determined through the appropriate disciplinary process, including parent notification and conference procedures when required by law. Texas Education Code Chapter 37 requires student discipline procedures and outlines the process for removals, DAEP placements, and expulsions.

Emergency Removal

Emergency removal is a temporary, non-disciplinary removal from school or class when an administrator determines that the student's presence poses an immediate danger, threat, or substantial disruption to the school environment.

A student removed for emergency reasons will be allowed to make up missed work without academic penalty as a result of the emergency removal. The parent or guardian may be contacted to pick up the student from school.

Emergency removal does not replace the required disciplinary process. If additional disciplinary action is considered, including OSS, DAEP placement, or expulsion, the district will follow required procedures under the Student Code of Conduct and Texas Education Code Chapter 37.

Expulsion

is the most serious disciplinary consequence and may be imposed only when required or permitted by the Student Code of Conduct and Texas Education Code Chapter 37.

A student who is expelled may be prohibited from attending Daingerfield High School, entering district property, attending school-sponsored activities, or participating in district programs during the expulsion period, except as allowed by law or district placement procedures.

The length of an expulsion will be determined in accordance with the Student Code of Conduct and applicable law. Texas law provides that an expulsion period generally may not exceed one year unless, after review, the district

determines that the student is a threat to the safety of other students or district employees, or that extended placement is in the best interest of the student.

TEACHER REMOVAL FROM CLASS

A teacher may remove a student from class in accordance with Texas Education Code Section 37.002 and district procedures.

A teacher may remove a student from class when the student's behavior interferes with the teacher's ability to teach or with the ability of other students to learn. Texas law also addresses teacher removal when a student's behavior is unruly, disruptive, abusive, or involves conduct that may require DAEP placement or expulsion.

When a teacher removes a student from class, the teacher must document the reasons for the removal and submit the required information to administration. The campus will follow required procedures, including parent notification and administrative review.

For the 2025–2026 school year and beyond, TEA guidance following House Bill 6 notes updates related to teacher removal, including parent notification when a student is removed under Texas Education Code Section 37.002 and return-to-class planning when required.

A student removed by a teacher may not be returned to that teacher's classroom without following the procedures required by law and district policy. If teacher consent or a return-to-class plan is required, the campus will follow the applicable process.

CAMPUS BEHAVIOR COORDINATOR

Each campus is required to designate a Campus Behavior Coordinator. The Campus Behavior Coordinator is primarily responsible for maintaining student discipline and implementing applicable discipline procedures under Texas Education Code Chapter 37. The designated person may be the campus principal or another campus administrator selected by the principal.

The Campus Behavior Coordinator for Daingerfield High School is:

Bobby Betts, Principal / Campus Behavior Coordinator. Email: bbetts@dlsisd.org. Phone: 903-645-3968.

Additional campus administrators may assist with discipline management, investigations, parent communication, student conferences, and implementation of disciplinary consequences.

ADMINISTRATIVE DISCRETION AND DUE PROCESS

The examples listed in this section are intended to provide guidance and consistency. They do not limit the authority of campus administration to assign appropriate consequences based on the facts of each situation.

Before assigning major disciplinary consequences, the campus will follow required procedures, which may include: Student conference.

Review of statements, video, reports, or other evidence.

Parent or guardian notification.

Consideration of required legal factors.

Review of the Student Code of Conduct.

Manifestation determination procedures when required for students receiving special education or Section 504 services.

DAEP or expulsion hearing procedures when applicable.

Discipline decisions will be made in a manner that supports student accountability, campus safety, and the orderly operation of the school. This section should be read together with the DLSISD Student Code of Conduct, board policy, and applicable Texas law.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

Publications prepared by or for the school may be posted or distributed with prior approval from the principal, sponsor, or teacher. These materials may include posters, newspapers, yearbooks, brochures, murals, flyers, announcements, or other school-related publications.

School publications, including The Tiger Talk and the Arrowhead yearbook, are under the supervision of a teacher, sponsor, and campus administration.

Non-School Materials from Students

Students must receive prior approval from the principal or designee before posting, selling, circulating, or distributing written materials, handbills, photographs, pictures, petitions, films, recordings, posters, or other visual or auditory materials that were not developed under school supervision.

To be considered for approval, non-school materials must include the name of the sponsoring individual or organization and must comply with district policy. The principal or designee will decide within two school days when practicable.

A student may appeal a denial in accordance with policy FNG(LOCAL). Materials posted or distributed without required approval may be removed, and the student may be subject to disciplinary action in accordance with the Student Code of Conduct.

Non-School Materials from Others

Written or printed materials, handbills, photographs, pictures, films, recordings, posters, or other visual or auditory materials not sponsored by the district or a district-affiliated school-support organization may not be sold, circulated, distributed, or posted on district premises except as permitted by policy GKDA.

Materials must meet content limitations established by district policy, include the name of the sponsoring individual or organization, and be submitted for prior review when required. A requestor may appeal a denial in accordance with the appropriate district complaint policy. For more information, see policies DGBA, FNG, GF, and GKDA.

Prior review is not required for materials distributed in the following limited circumstances:

Materials distributed by an attendee to other attendees at a school-sponsored meeting intended for adults and held after school hours.

Materials distributed by an attendee to other attendees at a community group meeting held after school hours in accordance with policy GKD(LOCAL).

Materials distributed by an attendee to other attendees at a non-curriculum-related student group meeting held in accordance with policy FNAB(LOCAL).

Materials distributed for electioneering purposes when 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.

DRESS AND GROOMING

The district's dress and grooming standards are established to support a safe, respectful, and orderly learning environment; promote cleanliness and hygiene; prevent substantial disruption to instruction; and minimize health or safety hazards.

Students are expected to come to school dressed and groomed in a manner that is clean, neat, appropriate for the school setting, and consistent with the Student Code of Conduct. Clothing, accessories, or grooming that substantially disrupts or may reasonably be expected to substantially disrupt the educational environment, creates a safety concern, interferes with school operations, or violates the Student Code of Conduct is not permitted.

Dress code expectations shall be enforced consistently and in a manner that does not discriminate based on race, color, religion, sex, gender, national origin, disability, body type, hair texture, culturally significant hairstyle, or any other protected status. Nothing in this policy shall be interpreted or enforced in a manner that prohibits hairstyles,

hair texture, or protective hairstyles protected by law, including braids, locks, twists, afros, or other styles historically associated with race.

General Expectations

Dress Code Quick Rule

DHS Dress Code Standard: Students must come to school dressed in a way that is clean, appropriate, safe, and not disruptive to instruction or school operations.

Students shall wear clothing that appropriately covers the body and is suitable for school. Clothing must be worn as designed and must not expose undergarments, private areas, or areas of the body in a manner that creates a disruption or safety concern.

Not Permitted

- Bare feet.
- Clothing that exposes the midriff, cleavage, buttocks, undergarments, or private areas.
- See-through or sheer clothing without appropriate coverage.
- Backless shirts, halter tops, tops with large cutouts, or clothing that does not provide appropriate coverage.
- Sagging pants or garments not secured at the waist; unbuckled overalls, unfastened suspenders, or belts worn in a disruptive or unsafe manner.
- Trench coats, dusters, or oversized outerwear that creates a safety concern or conceals prohibited items.
- Sunglasses inside the building unless medically required or approved by administration.

Length and Coverage Standard

Shorts, skirts, dresses, skorts, and similar garments must extend to no more than three (3) inches above the top of the knee when the student is standing. These garments must provide appropriate coverage at all times, including while walking, sitting, bending, or participating in school activities.

Pants, jeans, shorts, or other clothing with holes, rips, tears, or frayed areas may be worn only if the exposed area does not reveal undergarments, private areas, or create a disruption. Clothing worn underneath ripped or torn garments may be used to provide appropriate coverage.

Leggings, tights, biker shorts, yoga pants, jeggings, leotards, unitards, or other form-fitting garments may be worn only when they provide appropriate coverage and do not expose undergarments or private areas. Solid black leggings may be worn as outerwear only when accompanied by a top, shirt, dress, skirt, shorts, or other clothing that provides appropriate coverage in both the front and back.

Head Coverings, Sleepwear, Hair, and Accessories

Students may not wear head coverings inside the school building during the instructional day unless approved by campus administration or permitted for religious, cultural, medical, safety, or school-sponsored purposes. Restricted head coverings may include hats, caps, hoods, bandanas, sweatbands, stockings or similar coverings, bonnets, sleep caps, hair rollers, shower caps, and other non-approved sleepwear-related or house-attire head coverings.

Students may not wear clothing or accessories primarily designed as sleepwear or house attire unless approved for a designated school activity, spirit day, or medical reason. Examples include pajamas, house shoes, slippers, robes, blankets worn as clothing, or sleepwear-related attire not appropriate for school.

Hair shall be clean, neat, and maintained in a manner that does not create a health or safety concern or substantially disrupt the learning environment. Hair color, styling, or grooming may be addressed only when it substantially disrupts the educational environment, creates a safety concern, interferes with school operations, or violates the Student Code of Conduct. Combs, picks, or similar items may not be worn in the hair if they create a safety concern or disruption.

Jewelry, piercings, and accessories must not create a safety concern, interfere with instruction, or substantially disrupt the educational environment. Spiked jewelry, chains or accessories that could be used to cause injury, jewelry connecting one piercing to another, facial jewelry creating a safety concern or substantial disruption, or accessories displaying prohibited language, images, symbols, or messages may be prohibited.

Prohibited Images, Language, and Symbols

Students may not wear clothing, accessories, or items that display or promote profanity, vulgarity, obscene language, nudity, sexually explicit content, violence, threats, weapons, alcohol, tobacco, vaping, drugs, controlled substances, drug-related items, hate speech, racial slurs, discriminatory language, symbols of hate, gang affiliation, gang symbols, or gang-related activity.

Gang-related attire, symbols, colors, jewelry, accessories, writing, or other indicators are prohibited when campus administration determines that the item is associated with gang activity, creates a safety concern, contributes to intimidation, or substantially disrupts the school environment.

Correction Process

When a student is determined to have violated dress and grooming standards, the student will be allowed to correct the violation when reasonable. Corrective action may include changing into appropriate clothing, covering the prohibited item, removing the prohibited accessory, turning clothing inside out, contacting a parent or guardian to bring appropriate clothing, or wearing campus-provided clothing when available.

Length and coverage concerns will be addressed respectfully and privately when possible by campus administration or a designee. Students who correct a dress code violation as directed may return to their regular schedule as soon as practicable. Refusal to comply with a reasonable directive to correct a dress code violation may result in disciplinary action in accordance with the Student Code of Conduct.

Dress code enforcement decisions will be made by campus administration based on the specific facts of the situation, the Student Code of Conduct, district policy, and applicable law.

DRUG AND ALCOHOL TESTING PROGRAM

Participation in extracurricular activities is a privilege, not a right. Extracurricular activities may include school-sponsored activities, performances, contests, demonstrations, displays, clubs, organizations, athletics, fine arts, and other activities approved by the district.

The district is committed to supporting student safety and promoting a drug-free and alcohol-free environment for students participating in extracurricular activities. The district may require drug and/or alcohol testing for covered students in accordance with Board policy, parent/student consent forms, campus procedures, and applicable law.

Applicability and Required Consent

The drug and alcohol testing program applies to DLSISD students in grades 7–12 who participate in district-sponsored extracurricular activities covered by the program. Students may also voluntarily participate when permitted by district procedures.

Before a student may participate in covered extracurricular activities, the parent or legal guardian must sign the required consent form allowing the student to be tested for drugs and/or alcohol. If the student is 18 years of age or older, the student must also sign the required consent form. Refusal to provide required consent may result in the student being ineligible to participate in covered extracurricular activities.

Students who enter an extracurricular activity after the beginning of the school year may be required to complete testing requirements before participating.

Testing Procedures

Testing will be conducted in accordance with accepted practices and procedures established by the district and the district's contracted testing provider. Testing parameters will be set according to accepted laboratory standards.

The district may test for substances identified in district procedures, which may include alcohol, controlled substances, illegal drugs, addictive drugs, steroids, and other substances prohibited by law, policy, or the Student Code of Conduct.

Students participating in covered extracurricular activities may be tested before participation and may be placed in a random testing pool for periodic testing during the school year. Random testing will be conducted according to district procedures.

Student privacy will be protected to the extent possible. Test results and related records will be kept confidential and shared only with district personnel who have a legitimate need to administer the program, apply consequences,

provide support, or comply with law. Records may be released to treatment providers upon written parent or eligible student request when permitted by law.

If a parent chooses to have the collection process performed by a physician at the parent's expense, the collection, timing, testing company, safeguards, and reporting of results must comply with district procedures. Failure to complete the required collection and testing process within the district's required timeline may be treated as a positive test or refusal under program rules.

Consequences for Positive Test Results

A confirmed positive test may result in parent/student notification, a conference with the parent or guardian, referral for substance abuse counseling or education, retesting in future random testing groups, and suspension from extracurricular contests or activities in accordance with district policy and program procedures.

Consequences may increase for additional confirmed positive tests. Progressive consequences may include longer suspension from extracurricular contests or activities, required retesting before return to participation, continued random testing, and referral to support services.

A positive test during the final grading period or near the end of the school year may result in consequences continuing into the following school year as provided by district procedures.

A student who refuses to participate in a required drug or alcohol test after consent has been provided may be treated as having a positive test under program rules.

Consequences are separate from disciplinary consequences that may apply if a student possesses, uses, distributes, is under the influence of, or is involved with prohibited substances at school, on district property, at school-sponsored activities, or in circumstances covered by the Student Code of Conduct.

FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to students. Students may be expected to provide personal school supplies such as pencils, paper, erasers, notebooks, and similar items.

Students may be required to pay certain fees, deposits, or costs as permitted by law and district policy. Examples may include costs for materials for a class project the student will keep; membership dues for voluntary clubs or organizations; admission fees for extracurricular activities; security deposits; personal physical education or athletic equipment and apparel; voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, or student accident insurance; musical instrument rental or uniform maintenance; parking fees; student identification or replacement card fees; fees for lost, damaged, or overdue library books; fees for optional courses requiring facilities not available on district premises; and summer school fees for courses offered tuition-free during the regular school year.

A fee may be charged, when permitted by law and district policy, for an educational program outside regular school hours for a student who has lost credit or a final grade because of attendance and whose parent chooses the program for the student to meet attendance-for-credit requirements.

Any required fee or deposit may be waived if the student and parent are unable to pay. A request for a fee waiver may be submitted to the principal's office. For more information, see policy FP.

CELEBRATIONS AND FOOD ALLERGIES

Food for celebrations, recognition, or school-designated events must be coordinated with the teacher, sponsor, nurse, cafeteria, or campus administration. Because students may have severe food allergies or medical restrictions, families should not deliver or distribute food to students or classes without prior approval.

FOOD AND DRINKS

should be consumed in the cafeteria or other designated areas.

Food or drinks brought onto campus before school must be consumed or disposed of before the student enters the instructional building unless approved by campus administration.

Drinks are not permitted in hallways or classrooms unless approved by a staff member or campus administration. Water or other approved drinks may be allowed when the container has a secure screw-on lid and does not create a disruption, spill concern, safety issue, or violation of classroom expectations.

Students are expected to clean up after themselves and dispose of trash properly. Failure to follow food and drink expectations may result in loss of privileges or disciplinary action in accordance with the Student Code of Conduct.

FREEDOM FROM DISCRIMINATION AND NONDISCRIMINATION STATEMENT

Daingerfield-Lone Star ISD does not discriminate based on race, color, religion, national origin, sex, gender, age, disability, or any other basis prohibited by law in providing education services, activities, programs, or Career and Technical Education opportunities. The district complies with applicable requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act.

The district believes students learn best in an environment free from discrimination, harassment, and retaliation. Students are expected to treat other students, staff, and visitors with courtesy and respect, avoid conduct known to be offensive, and stop inappropriate conduct when directed to stop. District employees are expected to treat students with dignity and respect.

The Board has established policies and procedures to prohibit and respond to inappropriate or offensive conduct based on race, color, religion, national origin, sex, gender, age, disability, or any other basis prohibited by law. For more information, see policy FFH.

Prohibited harassment may include conduct that 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 academic performance.

Examples may include derogatory language, slurs, taunting, teasing presented as "jokes," threats, intimidation, rumors, bullying, aggression, assault, graffiti, printed or electronic material promoting negative stereotypes, theft, property damage, or conduct targeting a protected characteristic.

Sexual Harassment

May include sexual advances, sexually motivated conduct, inappropriate touching, requests for sexual images, jokes or conversations of a sexual nature, sharing sexual rumors or images, or other sexually inappropriate communication or contact.

Romantic, sexual, or inappropriate social relationships between students and district employees, volunteers, or adults acting on behalf of the district are prohibited, even if described as consensual.

A student or parent who believes the student has experienced discrimination, harassment, sexual harassment, or retaliation should report the concern immediately to a teacher, counselor, principal, campus administrator, or another district employee. Reports will be addressed in accordance with district policy, including FFH(LOCAL).

To the extent possible, the district will respect student privacy; however, limited disclosures may be necessary to investigate, provide support, protect safety, or comply with law. If the district determines that prohibited conduct occurred, appropriate corrective action, disciplinary action, or support measures will be taken. The district may take action even when the conduct does not rise to the level of unlawful harassment.

RETALIATION

Retaliation against a person who makes a good-faith report or participates in an investigation is prohibited. A person who knowingly makes a false claim, provides false statements, or refuses to cooperate with a district investigation may be subject to disciplinary action.

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

The following staff members have been designated to coordinate compliance:

Title IX Coordinator: Superintendent of Schools, 903-645-3968. Section 504 Coordinator: Kristy Sutton, 903-645-3968. All other nondiscrimination concerns: Superintendent of Schools. Services for Students Experiencing

Homelessness: Parents are encouraged to notify the district if a student is experiencing homelessness. District staff can help connect families with available school and community resources.

Homeless Liaison: Contact the district at 903-645-3968.

SERVICES FOR STUDENTS WITH DISABILITIES

Parents of students with learning difficulties or students who may need special education or Section 504 services may request an evaluation at any time. For more information, contact the campus counselor, Section 504 coordinator, or special education contact at 903-645-3968.

FUNDRAISING

Student clubs, classes, parent groups, and outside organizations may be permitted to conduct fundraising activities for approved school purposes. Fundraisers must receive prior approval from the principal or designee. An application for approval should be submitted at least 30 days before the proposed event unless an exception is approved.

Fundraising activities must comply with district policy, campus procedures, safety requirements, financial procedures, and applicable food or wellness guidelines. Candy fundraisers or food-related fundraisers on school property may be limited or prohibited unless approved by the superintendent or designee. For more information, see policies FJ and GE.

GAMBLING, BETTING, AND GAMES OF CHANCE

Students may not gamble, place or collect bets, run pools, wager money or property, use gambling or sports-betting applications, or organize games of chance on district property, through district technology, or at school-sponsored or school-related activities. This includes informal wagers involving athletic events, card or dice games, fantasy contests, online accounts, or student performances.

School-approved fundraising activities, drawings, or contests must be authorized in advance and conducted in accordance with law and district procedures. Possession of gambling records, collection of debts, threats related to wagers, or use of another person's account may result in discipline and referral for further review.

GANG-FREE ZONES

Certain criminal offenses committed on or near school property, at school-related activities, or within a designated gang-free zone may carry enhanced criminal penalties under state law. Students are prohibited from engaging in gang-related activity, recruiting, intimidation, tagging, symbols, threats, or conduct that disrupts school or creates safety concerns.

GANGS AND GANG-RELATED ACTIVITY

are prohibited on district property, at school-sponsored or school-related activities, and in any circumstance subject to the Student Code of Conduct.

A gang may include a group of individuals who associate together and engage in delinquent, disruptive, intimidating, or criminal activity. Gang indicators may include clothing, colors, symbols, tattoos, bandanas, jewelry, graffiti, drawings, hand signs, language, social media activity, or other identifiers. An item or behavior may be addressed when campus administration determines that it is associated with gang activity, creates a safety concern, contributes to intimidation, or substantially disrupts the school environment.

Students may not engage in behaviors associated with gang affiliation, including possession of gang-related paraphernalia, intimidation, graffiti, symbols, gestures, language, recruitment, threats, or violation of dress code expectations. Discipline will be assigned in accordance with the Student Code of Conduct, Board policy, Texas Education Code Chapter 37, and applicable law.

HEALTH-RELATED MATTERS

Communicable Diseases and Conditions

To protect students and staff from contagious illnesses, students infected with certain communicable diseases may be excluded from school while contagious, in accordance with law, health guidance, and district procedures.

Parents who suspect their child has a communicable or contagious disease should contact the school nurse or principal. The nurse or campus office can provide information regarding school attendance, return-to-school procedures, and guidance from health authorities.

Bacterial Meningitis

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

Meningitis is an inflammation of the covering of the brain and spinal cord. It may be caused by viruses, parasites, fungi, or bacteria. Viral meningitis is more common and generally less serious. Bacterial meningitis is less common but can be serious and requires prompt medical attention.

Symptoms may include severe headache, high fever, vomiting, sensitivity to bright lights, neck stiffness, joint pain, drowsiness, confusion, or a rash of tiny red-purple spots. Not everyone will have the same symptoms.

Bacterial meningitis is spread when people exchange saliva or respiratory secretions, such as through kissing or sharing drinks, utensils, toothbrushes, cigarettes, or vaping devices. It is not spread by casual contact or by simply breathing the same air.

Prevention includes not sharing food, drinks, utensils, toothbrushes, cigarettes, or vaping devices. Vaccines are available for certain types of bacterial meningitis and may be recommended for some students, including college-bound students living in residence halls.

Anyone who believes they or someone else may have bacterial meningitis should seek prompt medical attention. More information is available from the school nurse, a family doctor, the local health department, the Centers for Disease Control and Prevention, or the Texas Department of State Health Services.

School Health Advisory Council

Information about the district's School Health Advisory Council, including scheduled meetings and wellness-related matters, is available from the principal or district office. For more information, see policies BDF and EHAA.

Management of Diabetes

A student with diabetes will be permitted to possess and use monitoring and treatment supplies at school or school-related activities in accordance with the student's Diabetes Management and Treatment Plan, individualized health plan, district procedures, and applicable law.

Parents of students with diabetes who need care or treatment at school should contact the school nurse. For more information, see policy FFAF(LEGAL).

Asbestos and Pest Management

The district's asbestos management plan is available for review in the principal's office or district office. Questions may be directed to the district's designated contact.

The district applies pest control products in accordance with state and federal guidelines. Except in an emergency, notice will be provided as required before pesticide application. Parents who want prior notification of pesticide application in their child's school assignment area should contact the district office or IPM coordinator.

Health Screenings

Students may receive vision, hearing, spinal, and other health screenings as required by state law and district procedures. Parents with questions should contact the school nurse. For more information, see policy FFAA.

TOBACCO, E-CIGARETTES, AND VAPING

Tobacco, e-cigarettes, vape products, nicotine products, components, accessories, and related substances are prohibited on district property, in district vehicles, and at school-sponsored or school-related activities. These products create health and safety risks and may be confiscated. See the detailed "Vaping, E-Cigarettes, Nicotine, THC, Drugs, Alcohol, and Look-Alike Substances" section and the Board-adopted Student Code of Conduct for disciplinary procedures.

Vending Machines and Wellness

The district follows applicable agency rules and food service guidelines regarding student access to vending machines and food or beverage sales during the school day. For more information, see policies CO and FFA.

Immunizations

Students must meet state immunization requirements or qualify for an exemption or provisional enrollment as permitted by law. Parents should contact the school nurse for current requirements and documentation.

LAW ENFORCEMENT AGENCIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal or designee will cooperate in accordance with law and district policy.

The principal or designee will ordinarily verify and record the identity of the officer or authority and ask for an explanation of the need to question or interview the student at school. The principal or designee will ordinarily make reasonable efforts to notify the parent and may be present during the interview unless the officer or authority raises a valid objection.

If the questioning or interview is part of a child abuse investigation or another situation governed by law, the principal will cooperate fully with the conditions of the interview.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody under certain circumstances, including to comply with a court order, arrest, juvenile court directive, probation officer authority, law enforcement authority, or Child Protective Services authority when permitted by law.

Before a student is released to a law enforcement officer or other legally authorized person, the principal or designee will verify the person's identity and authority to take custody of the student to the extent practicable.

The principal or designee will notify the superintendent and will ordinarily attempt to notify the parent unless the officer or legally authorized person raises a valid objection. Because the principal does not have authority to prevent or delay a lawful custody action, parent notification may occur after the student is taken into custody.

Notification of Law Violations

The district may be required by state law to notify instructional or support personnel who supervise or have regular contact with a student who has been arrested, referred to juvenile court, convicted, or adjudicated for certain felony offenses or misdemeanors. For more information, see policy GRA(LEGAL).

District Police and School-Based Law Enforcement

DLSISD may employ or commission peace officers or security personnel to support safety and law enforcement functions in accordance with Chapter 37 of the Texas Education Code, Board policy, and applicable law.

A district peace officer may perform administrative and law enforcement duties as determined by the Board, including protecting the safety and welfare of persons within the officer's jurisdiction and protecting district property.

School-based law enforcement officers are not responsible for routine classroom discipline. Student discipline remains the responsibility of campus administration and will be handled in accordance with the Student Code of Conduct.

LOCKERS

remain under the jurisdiction of the school even when assigned to an individual student. The school reserves the right to inspect lockers as permitted by law and district policy.

Students are responsible for the security and contents of assigned lockers. Students should keep lockers locked, should not share locker combinations, and should not share lockers unless approved by administration. Students are responsible for items found in their assigned locker.

LOST AND FOUND

Found items should be turned in to the designated campus office. Students may check with the office for lost items.

Unclaimed items may be donated, discarded, or otherwise handled after a reasonable period of time in accordance with campus procedures. Lost or damaged district property, including textbooks, library materials, technology, or equipment, may result in replacement costs as permitted by law and policy.

MOTORIZED VEHICLES AND PARKING

Students who park on campus must have a valid driver's license, proof of insurance, vehicle information, and a current campus parking permit. Parking on campus is a privilege and may be revoked for unsafe driving, violation of campus rules, failure to pay parking fees or fines, or other misconduct.

Parking permits may be purchased in the front office. Students must provide required documentation, including a driver's license, vehicle license plate number, and proof of insurance. If a student changes vehicles or loses a permit, a replacement permit may be required.

Students must park only in assigned or approved areas. Parking in the wrong area, driving on campus without a permit, unsafe driving, or violation of parking procedures may result in fines, discipline, loss of parking privileges, towing when permitted, or other appropriate action.

All drivers must be licensed and insured to operate vehicles on district property.

TEXAS DRIVING WITH DISABILITY

Texas law allows a person with a communication impediment or disability to voluntarily indicate that information in vehicle registration or driver record systems. This may help law enforcement officers communicate more effectively during traffic stops or other interactions.

Students and families may contact the Texas Department of Motor Vehicles, the Texas Department of Public Safety, or campus administration for general information about the Texas Driving with Disability notice.

STUDENT SPEAKERS

Students may be selected to introduce school events, make announcements, lead pledges, offer opening or closing remarks, or speak at graduation or other school activities in accordance with neutral eligibility criteria, district policy, and campus procedures. Student expression may not materially disrupt school operations, threaten safety, or violate law or the Student Code of Conduct.

PATRIOTIC ACTIVITIES, PLEDGES, AND MOMENT OF SILENCE

During school assemblies, contests, or public meetings, the Pledge of Allegiance may be recited, or the National Anthem may be played. Students who object to participation based on religious belief, conscience, or other protected reason are not required to participate and should remain respectful and silent.

Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each day. A parent may submit a written request to the principal to excuse the student from reciting a pledge.

A minute of silence will follow the pledges. During the minute of silence, a student may reflect, pray, meditate, or engage in another silent activity that does not interfere with or distract others. For more information, see policy EC(LEGAL).

PRAYER

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

POSTERS

Signs and posters students wish to display must be approved by the principal or designee before posting. Unauthorized materials may be removed. Students who post materials without approval may be subject to disciplinary action.

SAFETY

Student safety is a high priority. Although the district has implemented safety procedures, student cooperation is essential.

Students are expected to avoid conduct that places themselves or others at risk, follow the Student Code of Conduct and safety rules, report safety hazards or threats immediately, know emergency procedures, and follow directions from teachers, bus drivers, administrators, officers, and other district employees.

Students should immediately report intruders, threats, weapons, unsafe behavior, suspicious activity, or other safety concerns to a staff member or administrator.

Accident Insurance

Parents may have an opportunity to purchase student accident insurance. Information will be provided by the campus or district when available.

Drills and Emergency Procedures

Students, staff, and visitors may participate in drills for fire, severe weather, lockdowns, evacuations, shelter-in-place, secure procedures, and other emergencies.

When an alarm or emergency direction is given, students must follow staff directions quickly, quietly, and in an orderly manner.

Emergency directions will be communicated in clear, plain language when possible.

Emergency Medical Treatment and Information

Parents are asked each year to complete emergency care information and consent forms. This information should include parent contact information, emergency contacts, physician information, allergies, medications, health conditions, and consent for emergency medical treatment when permitted by law.

Parents should promptly update emergency information by contacting the school nurse or campus office.

Emergency School Closing

In rare situations, school may be closed or delayed because of inclement weather or other emergency conditions. Official information will be shared through district communication systems and local media outlets designated by the district.

Families should monitor district communication channels instead of calling the school office during emergency weather situations.

SCHOOL FACILITIES

Use of Facilities by Students Before and After School

Certain areas of the school may be available to students before and after school for specific supervised purposes. Students must remain in the area where their activity is scheduled.

Before school, students may report to designated supervised areas. After dismissal, students must leave campus unless involved in an approved activity supervised by a school employee.

Students may not move to other areas of the building or campus without permission from the teacher, sponsor, or administrator supervising the activity.

Cafeteria Services

The district participates in the National School Lunch Program and offers meals to students each school day. Free and reduced-price meals are available based on financial need or household situation. Information about a student's meal eligibility is confidential and will be disclosed only as permitted by law.

Applications for free and reduced-price meals are available through the cafeteria, food service office, or district procedures. Students who qualify will not be identified or discriminated against.

Students are encouraged to maintain a positive meal account balance. Parents should monitor balances regularly. When an account has a negative balance, the district will notify the parent and follow district meal charge procedures.

Students are expected to follow cafeteria rules, enter ID numbers as directed, clean up after themselves, dispose of trash properly, and treat cafeteria staff and facilities with respect. Food deliveries from outside vendors are not

permitted unless approved by campus administration. Cafeteria and serving areas may be monitored by video surveillance.

The district maintains a wellness policy and procedures to support healthy students. For more information, contact the cafeteria manager or see policy FFA(LOCAL).

Library

The library is a learning space for reading, research, classroom assignments, projects, technology use, and academic support. Students are expected to use library materials, technology, and space responsibly.

Hours will be posted by the campus and may include before school, lunch, or after school availability when supervised. Copying, printing, lost materials, damaged materials, or overdue items may be subject to campus procedures and fees when permitted.

Students must properly check out library materials. Unauthorized possession, damage, or theft of library materials may result in restitution, loss of privileges, disciplinary action, or referral to campus administration.

Meetings of Non-Curriculum-Related Groups

Students may be permitted to meet with non-curriculum-related groups during times designated by the principal before or after school. These groups must comply with policy FNAB(LOCAL) and campus procedures. A list of approved groups is available in the principal's office.

Pest Control Information

The district periodically applies pesticides in district buildings and on district grounds in accordance with law and district procedures. Except in an emergency, required notice will be posted before application. Parents who want prior notification may contact the district office.

Vandalism

Littering, defacing, damaging, or destroying school property is prohibited. Students may be required to pay for damage they cause and may be subject to disciplinary consequences, loss of privileges, restitution, and criminal proceedings when appropriate.

SEARCHES OF STUDENTS, PERSONAL ITEMS, AND DISTRICT PROPERTY

To promote safety and maintain an orderly, drug-free learning environment, district officials may conduct searches as permitted by law, Board policy, and the Student Code of Conduct. Personal searches generally require reasonable suspicion. District-owned property remains under district control and may be inspected as permitted by policy. Searches may occur without a warrant when legally permitted.

Desks, Lockers, and School Property

Desks, lockers, district-issued devices, and similar school property remain under district control even when assigned to a student. Students are responsible for the contents and security of assigned spaces. The district may inspect or search district property as permitted by policy. Personal items located within district property may be searched when the applicable legal standard is met.

SEARCH TOOLS, VEHICLES, AND SECURITY MEASURES

Search tools and security measures may be used when authorized by law, Board policy, and campus safety procedures. Discovery of prohibited items may result in confiscation, parent notification, discipline, threat assessment, or law-enforcement referral.

Drug Detection Dogs

The district may use specially trained, non-aggressive detection dogs to conduct random, unannounced inspections of lockers, vehicles, vacant classrooms, common areas, and other district property. Detection dogs may be trained to alert to substances or items such as drugs, alcohol, gunpowder, or other contraband.

If a dog alerts to a locker, vehicle, item, or area, the district may conduct a search as permitted by law and policy. If a dog alerts to a vehicle, the student may be asked to unlock the vehicle. If the student refuses, the parent may be contacted, and law enforcement may be involved when appropriate.

This handbook serves as notice that lockers, vehicles parked on school property, classrooms, and common areas may be subject to detection dog inspections. Students are responsible for prohibited items found in their assigned locker or vehicle.

Metal Detectors

The district may use metal detectors to screen for weapons or other contraband when authorized by district policy and campus safety procedures. If prohibited items are found, parents may be notified, and discipline may be assigned in accordance with the Student Code of Conduct.

Vehicles on Campus

Vehicles parked on district property are under the jurisdiction of the school. School officials may search a vehicle when there is reasonable cause to believe it contains items prohibited by law, district policy, or the Student Code of Conduct.

Students are responsible for the security and contents of vehicles parked on campus. Students should keep vehicles locked and should not give keys to others.

Security Cameras and Video Recordings

The district uses security cameras and video recording devices in designated areas, including hallways, cafeterias, entryways, parking areas, buses, common areas, and other district locations, to support safety and investigate misconduct.

Recordings may be reviewed by authorized district personnel and used in investigations involving safety concerns, misconduct, or violations of the Student Code of Conduct.

Video or audio recordings in certain special education settings may be required upon qualifying request in accordance with state law and district procedures. Parents may contact the principal for more information.

SUBSTANCE DISCIPLINE CROSS-REFERENCE

For all tobacco, nicotine, e-cigarette, vape, THC, drug, alcohol, medication-misuse, and look-alike substance rules and consequences, see the detailed substance section above and the Board-adopted Student Code of Conduct. The Code of Conduct controls if any conflict exists.

TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event unless the principal or designee approves an exception. A parent may request in writing that the student be released to the parent or to another adult designated by the parent in accordance with campus procedures.

Buses and School Vehicles

The district provides bus transportation for eligible students in accordance with district procedures. Bus routes and changes are posted or communicated by the district. Parents may contact the transportation department for route information, alternate pickup or drop-off procedures, or transportation questions.

When riding school buses or district vehicles, students are expected to follow the Student Code of Conduct and transportation rules. Students must follow the driver's directions, enter and exit in an orderly manner, remain seated while the vehicle is moving, keep aisles clear, avoid damaging the bus, keep hands and objects inside the bus, avoid throwing objects, avoid eating or drinking unless approved, and follow all safety procedures.

When riding in a district van or passenger vehicle, students must wear seat belts at all times.

Misconduct may result in disciplinary action and suspension of bus-riding privileges.

Parent Responsibility

Parents are responsible for ensuring students follow transportation procedures and for notifying the appropriate district personnel when a student needs an approved change in bus stop or transportation arrangements.

Cars may not enter, park in, or block bus loading areas while buses are loading or unloading students.

Bus Discipline

The driver is responsible for safety on the bus and may assign seats at any time. Students who violate bus rules may be referred to campus administration.

Bus consequences may include parent contact, assigned seating, probation, suspension of bus privileges, conference, disciplinary action, or longer removal from transportation services for repeated or serious misconduct. Serious misconduct, including fighting, profanity, disrespect toward the driver, unsafe behavior, or conduct that endangers others, may result in immediate suspension of bus privileges.

Bus discipline violations will be handled in accordance with the Student Code of Conduct, district transportation procedures, and applicable law.

Bus Changes and Late Boarding

For safety and scheduling reasons, students may not board buses after the first bus begins moving away from the school. Students who miss the bus may use available campus procedures to contact a parent or guardian.

After boarding the bus, a student may not exit the bus until the student reaches the assigned stop unless approved by the driver or campus administration.

VIDEOTAPING AND AUDIO RECORDING OF STUDENTS

For safety purposes, video and audio equipment may be used to monitor student behavior on buses, in hallways, in common areas, and in other district locations. Students may not be told where or when recording equipment is being used.

Recordings may be reviewed by authorized district personnel to investigate misconduct, safety concerns, or violations of the Student Code of Conduct.

Access to recordings is limited by law, including student privacy laws. Parents may not have a general right to view recordings that include other students.

Upon a qualifying request from a parent of a student receiving special education services, a staff member, or a board member, state law may require the district to place video and audio recording equipment in certain self-contained classrooms or special education settings. The district will provide required notice and follow applicable legal procedures. Parents should contact the principal for more information.

ENROLLMENT, TRANSFER STUDENTS, AND CAMPUS ASSIGNMENTS

Resident Enrollment and Nonresident Transfers

A student who is entitled to admission based on residence or another legal basis will be enrolled in accordance with Texas Education Code Chapter 25, district procedures, and applicable protections. A student who does not reside within DLSISD boundaries may attend only through a transfer, agreement, program, or other basis authorized by law and Board policy. A transfer request is not guaranteed and may be approved, denied, renewed, or revoked only as permitted by law, Board policy, capacity, program availability, and the terms of any transfer agreement.

Enrollment Documentation

Families may be asked to provide proof of identity, age, residency, immunization or exemption/provisional-enrollment documentation, parent or guardian authority, prior-school information, and other records permitted by law. The district may verify information and request updated documentation. Students experiencing homelessness, students in foster care, military-connected students, and other students protected by law will receive the enrollment flexibility required by law and will not be improperly delayed because ordinary records are unavailable.

Incoming Records and Initial Placement

The campus will request and review available transcripts, grades, attendance, credits, discipline records, threat assessments, assessment results, health records, language-program records, special education records, Section 504 records, and other education records. Initial grade level, schedule, credit, and program placement may be temporary until records are received and verified. Course titles or credits from another school are not automatically treated as

identical to DLSISD courses; the counselor and district will evaluate records under law, policy, and graduation requirements.

Discipline Orders and Unfinished Proceedings

A student who enrolls while subject to an unexpired suspension, DAEP placement, JJAEP placement, expulsion, other disciplinary limitation, or unfinished disciplinary proceeding from another public school does not automatically receive a “fresh start.” The prior school must transfer applicable discipline records and orders. DLSISD may continue, modify, complete, or decline to continue the action only as permitted by Texas Education Code Sections 37.008, 37.009, 37.010, 37.022, the Student Code of Conduct, and applicable law.

For an out-of-state expulsion, DLSISD may continue the expulsion or use another permitted placement only when the required records are provided, and the underlying conduct is also a basis for expulsion under applicable Texas law and district rules. Students and parents must disclose requested prior-school and disciplinary information truthfully; the district will independently request official records.

Students From Home School, Private School, Out-of-State, International, or Online Programs

The district will evaluate available transcripts, curriculum, student work, assessments, accreditation information, and other records to determine grade placement, course placement, credit, graduation status, and needed support. Additional assessment, validation, or documentation may be required. Enrollment at DHS does not guarantee acceptance of every prior credit, grade, course title, GPA weight, class-rank treatment, or graduation requirement.

Special Programs and Services

Parents should immediately provide information concerning an IEP, Section 504 plan, language services, foster care, homelessness, military status, health needs, or other protected status. Services and disciplinary decisions will be reviewed under applicable law. Missing records do not remove the district’s child-find, enrollment, safety, or nondiscrimination obligations.

Attendance, Conduct, Transportation, and Activities

All students are subject to DHS attendance, device, dress, academic, safety, and conduct expectations beginning on the first day of enrollment. Nonresident transfer agreements may include attendance, conduct, academic, transportation, and renewal conditions only as authorized by Board policy and law. Transportation is not automatically provided for an interdistrict transfer. UIL and extracurricular eligibility are determined separately under UIL rules, law, district policy, and the student’s transfer history.

Residency or Enrollment Misrepresentation

Knowingly providing false, altered, incomplete, or misleading enrollment, residency, guardianship, address, transfer, or records information may result in verification, withdrawal or reassignment when permitted, tuition or other recovery permitted by law, discipline for student misconduct when applicable, and referral to appropriate authorities. The district will provide any process or notice required by law and Board policy.

Questions, Denials, and Appeals

Questions about admission, transfer status, campus assignment, records, or placement should be directed to the registrar, counselor, principal, or district administration. A parent who disagrees with a decision may use the complaint, grievance, or appeal procedure that applies to the particular decision. Safety transfers, bullying transfers, sexual-assault transfers, foster-care protections, homelessness protections, and disability-related assignments may have separate legal requirements.

PARENT, GUARDIAN, AND VISITOR CONDUCT; REFUSAL OF ENTRY OR EJECTION

DHS welcomes family involvement and expects all visitors to communicate and behave in a manner appropriate for a school setting. Visitors may not threaten, intimidate, harass, use abusive or profane language toward others, confront students, interfere with instruction, enter restricted areas, record confidential or private activity without authorization, refuse identification or check-in requirements, or refuse lawful directions from school officials. Concerns should be addressed through conferences, complaints, or appeals rather than disruption.

Under Texas Education Code Section 37.105, a school administrator, school resource officer, or district peace officer may refuse entry to or eject a person who refuses to leave peaceably on request, and either poses a substantial risk of harm or continues behavior inappropriate for a school setting after a verbal warning. Identification may be required. The district will document warnings as required and provide written information about the appeal process when a person is refused entry or ejected.

A refusal-of-entry or ejection decision may be appealed through the process established by law and district procedure. The term may not exceed the legal limit. When a parent or guardian is restricted from district property, the district will make legally required accommodations for participation in the student's ARD or Section 504 meeting and may use telephone, video, written, or other appropriate communication methods for school business.

VISITORS TO THE SCHOOL

Parents and guardians are welcome to visit district schools. To maintain safety and avoid disruption of instruction, all visitors must report to the front office upon arrival, present valid identification, and follow campus check-in procedures.

Visits may be limited or denied when they interfere with instruction, disrupt the school environment, create a safety concern, or do not comply with campus procedures.

Classroom visits during instructional time require approval from the principal and teacher and must not interfere with instruction or disrupt the learning environment.

Lunch visitors may be allowed with approval from campus administration and must follow campus lunch procedures. All visitors are expected to demonstrate courtesy and appropriate conduct. Disruptive behavior will not be permitted.

Visitors may not photograph, record, interview, or obtain information about other students, student records, discipline matters, health matters, counseling, testing, or classroom activity without authorization. Visitor access does not include a right to interrupt instruction or observe confidential services.

Visitors Participating in Special Programs

The district may invite representatives from colleges, universities, technical schools, military branches, employers, community organizations, and other approved groups to present information to students during career days, college fairs, or other special programs.

VOLUNTEERS

Parents and community members are encouraged to support school programs through approved volunteer opportunities. Volunteers must follow visitor procedures, confidentiality requirements, safety rules, staff directions, and any background-check or training requirements established by the district.

VOTER REGISTRATION

Eligible students are encouraged to register to vote. The campus may provide voter-registration information and opportunities in accordance with law. Students should contact the counselor or campus office for current resources.

PARENT AND STUDENT FREQUENTLY ASKED QUESTIONS

1. Is this handbook the same as the Student Code of Conduct?

No. The handbook explains campus operations and expectations. The Board-adopted Student Code of Conduct controls student discipline when a conflict exists.

2. Can a student keep a phone in a pocket if it is turned off?

No. DHS requires personal communication devices to be off, securely stored, out of sight, and not on the student's person unless an approved exception applies.

3. Can a phone be stored in a backpack or locker?

Yes, if that location is approved, the device is off, not being accessed, and the student follows the district's final storage procedure.

4. Does the phone rule apply during lunch and passing periods?

Yes. The school day includes lunch, passing periods, assemblies, restrooms, and other noninstructional times on school property.

5. Are smartwatches, earbuds, headphones, tablets, and gaming devices included?

Yes, when they are personal electronic devices capable of communication or digital use. District-issued instructional devices are governed by district technology rules.

6. What if a student needs a device for an IEP, Section 504 plan, medical need, or safety requirement?

The approved exception must be documented or authorized. Staff will implement the exception as written; the exception does not authorize unrelated use.

7. What if a parent needs to contact a student urgently?

The parent should call the campus office. A student should report to the office or seek staff help rather than using a personal device without authorization.

8. What happens if a student refuses to surrender a device?

The original device violation will still be addressed, and the refusal may be treated as a separate defiance or insubordination violation.

9. What happens for a first e-cigarette or vape possession/use offense?

The case is referred for administrative DAEP review. DAEP may be assigned. If DAEP is not assigned for the first-time offense, the student receives at least 10 school days of ISS under current law and the adopted Code.

10. Does an empty vape, pod, cartridge, battery, or component count?

It may. Devices, components, parts, accessories, and residue-containing items are prohibited and will be evaluated based on the evidence.

11. What if the student says the vape or prohibited item belongs to someone else?

Ownership is not the only issue. Administration reviews knowledge, access, control, where the item was found, statements, witnesses, video, and other evidence.

12. What if the student did not inhale or use the item?

Possession, holding, hiding, sharing, delivery, or assistance may violate the rules even without personal use.

13. Are nicotine pouches, CBD, Delta-8, Delta-9, THCA, or "legal hemp" products allowed?

No student may possess or use unauthorized nicotine, intoxicating, cannabis, THC, or look-alike products at school. Medication or health-related products must follow district medication and authorization procedures.

14. What if a student has prescription medication?

Medication must be delivered, stored, and administered through district procedures unless the student is specifically authorized to possess or self-administer it.

15. What happens when students fight?

Administration investigates each participant's conduct. Consequences depend on the evidence, role, injury, severity, intent, self-defense, prior conduct, and the Student Code of Conduct.

16. Does self-defense mean a student cannot be disciplined?

No. Self-defense must be considered, but it is not automatic immunity. Continued fighting, chasing, retaliation, re-engaging, or using more force after the immediate threat ends may be disciplined.

17. Can a student be disciplined for arranging, encouraging, or recording a fight?

Yes, when the student helps plan, recruits participants, forms or maintains the crowd, blocks escape or staff access, encourages violence, records to promote or humiliate, posts the incident, or refuses to disperse.

18. Why did another student receive a different consequence?

The district must consider each student's role, evidence, history, intent, self-defense, disability-related protections, and other factors. Federal privacy law usually prevents the district from discussing another student's consequence.

19. Is every argument or rude comment bullying?

No. Bullying has a legal definition and requires investigation. Conduct that does not meet the bullying definition may still be disciplined as harassment, threats, disrespect, disruption, cyber misconduct, or another violation.

20. How can bullying, threats, or safety concerns be reported?

Report immediately to a teacher, counselor, administrator, district employee, or through any district-approved reporting method. Anonymous reports may be used when available, but detailed information helps the investigation.

21. Will the district keep a report confidential?

The district protects privacy to the extent permitted by law but cannot promise complete confidentiality when information must be shared to investigate, protect safety, or provide due process.

22. What happens if a threat was "just a joke"?

All threats and weapon-related statements may be investigated. Calling a statement a joke does not prevent safety review, threat assessment, discipline, or law-enforcement involvement.

23. Can the school search a backpack, locker, vehicle, or phone?

Searches are conducted only as permitted by law and policy. Personal searches generally require reasonable suspicion; district property remains under district control; vehicle and digital searches follow applicable legal standards.

24. What happens if a student refuses a lawful search or confiscation request?

Refusal may be addressed as a separate conduct violation. The campus may contact the parent, preserve the item, or involve law enforcement when appropriate.

25. Can a student record a teacher or class?

Not merely because the student wants to. Recording may violate the device rule, privacy, testing, confidentiality, or classroom expectations. Recordings required by an approved accommodation or authorized by the district are permitted.

26. Are fake accounts, altered screenshots, AI voice clips, and deepfakes covered?

Yes. Impersonation, fabricated messages, altered evidence, sexual or threatening deepfakes, and digitally manipulated content that harms or disrupts may result in discipline and other action.

27. Can a student use AI for schoolwork?

Only as authorized by the teacher and assignment. A student may be required to explain, reproduce, revise, cite, or verify work when unauthorized AI use or plagiarism is suspected.

28. How is the dress-code length standard measured?

Shorts, skirts, dresses, skorts, and similar garments may be no more than three inches above the top of the knee. Staff should address measurement and correction respectfully and privately when possible.

29. Are bonnets allowed?

Bonnets, sleep caps, shower caps, hair rollers, and similar sleepwear-related coverings are not permitted during the school day unless a religious, cultural, medical, safety, instructional, or school-sponsored exception is approved.

30. Can food, flowers, balloons, or DoorDash/Uber Eats be delivered to a student?

Generally no. The campus does not accept student deliveries from restaurants, delivery services, or third parties unless the principal or designee has approved an exception.

31. Can students leave campus for lunch?

No. DHS is a closed campus unless a student has specific administrative authorization and follows sign-out procedures.

32. When does a tardy become an absence?

A student arriving 15 minutes or more after the class begins may be recorded absent for that class under campus attendance procedures.

33. How many absences place semester credit at risk?

The calculation depends on the number of times the class meets. In a semester with about 90 class meetings, the ninth counted absence is the campus warning point, and the tenth typically places attendance below 90 percent. A shorter semester may reach the threshold earlier.

34. Does the “19th absence” mean a student may miss 19 days in one semester?

No. That example applies to a 182-day full-year class. DHS monitors high school credit by semester and by each class.

35. Does completing make-up work erase an absence?

No. Make-up work addresses academic work; it does not automatically remove the absence from attendance-for-credit or truancy review.

36. What happens when a student transfers from another public school with an active DAEP placement or expulsion?

The prior school transfers the order and discipline records. DLSISD reviews the records and may continue, modify, complete, or decline to continue the action only as permitted by law and the Student Code of Conduct. Enrollment does not automatically create a fresh start.

37. Are credits from home school, private school, out-of-state, international, or online programs automatically accepted?

No. The counselor and district evaluate transcripts, curriculum, assessments, accreditation, and graduation requirements before awarding placement, credit, GPA weight, or class-rank treatment.

38. Is a nonresident transfer into DLSISD guaranteed?

No. Nonresident transfers are governed by law, Board policy, capacity, program availability, and any transfer agreement. Some legally protected transfers have separate requirements.

39. Is transportation provided for an interdistrict transfer?

Not automatically. Transportation is governed by law, Board policy, the transfer program, and any applicable individualized plan.

40. What if a transfer student has an IEP or Section 504 plan?

The district must review and implement applicable disability protections and services. Parents should provide records immediately, but missing records do not remove the district’s legal obligations.

41. Can a parent enter a classroom or confront another student to resolve a problem?

No. Visitors must check in and follow campus procedures. Parents should address concerns through staff and may not confront students, disrupt instruction, enter restricted areas, or refuse school directions.

42. Can a parent or visitor be removed from campus?

Yes, under the conditions provided by Texas Education Code Section 37.105. Written appeal information must be provided when a person is refused entry or ejected, and legally required access to ARD or Section 504 meetings must be accommodated.

43. Are senior pranks, promposals, or stunts automatically allowed?

No. Activities affecting school property, safety, instruction, or student movement require approval. Vandalism, alarms, fake threats, replicas, trespass, humiliation, or disruption may result in discipline and other action.

44. Is gambling or sports betting allowed at school?

No. Students may not place bets, run pools, collect wagers, or use gambling applications on district property, through district technology, or at school activities.

45. Do school rules apply at away games, field trips, buses, hotels, and restaurants?

Yes. School and sponsor expectations apply throughout school-sponsored or school-related travel and events.

46. Can discipline affect graduation activities?

A student who completes graduation requirements receives the diploma as provided by law. Participation in commencement and senior activities may be limited as permitted by Board policy and the Student Code of Conduct.

47. How can a parent challenge a discipline, transfer, enrollment, grade, bullying, or other decision?

Contact the staff member or administrator closest to the issue, request the applicable written decision or explanation, and use the specific complaint or appeal process and deadline in Board policy, the Student Code of Conduct, or the relevant program rules.

GLOSSARY

Accelerated instruction: Supplemental instruction designed to address a student's academic needs and help the student acquire required knowledge and skills.

ACT: A college admissions or placement assessment that may be considered by colleges, universities, scholarship programs, or other postsecondary opportunities.

ARD committee: The admission, review, and dismissal committee that makes decisions for a student who is eligible for special education services. The parent is a member of the committee.

Attendance Review Committee: A committee that reviews a student's absences when the student does not meet the 90 percent attendance-for-credit requirement and determines whether credit may be earned or restored through required conditions.

DAEP: Disciplinary Alternative Education Program; a disciplinary placement for students who violate certain provisions of the Student Code of Conduct.

EOC: End-of-Course assessment required by the state in designated high school courses, including English I, English II, Algebra I, Biology, and U.S. History, unless state requirements change.

FERPA: The Family Educational Rights and Privacy Act, a federal law that provides parents and eligible students certain rights regarding student education records.

IEP: Individualized Education Program; a written plan developed by the ARD committee for a student eligible for special education services.

ISS: In-School Suspension; a discipline management technique that removes a student from the regular classroom while the student remains on campus.

Personal Graduation Plan: A plan developed for a student as required by law and district procedures to support graduation progress, academic goals, and intervention needs.

SAT: A college admissions or placement assessment that may be considered by colleges, universities, scholarship programs, or other postsecondary opportunities.

Section 504: A federal law that prohibits disability discrimination and may require accommodations, aids, or services for eligible students.

State assessments: Assessments required by state or federal law in designated grade levels or courses.

Student Code of Conduct: The district document adopted by the Board that identifies student conduct expectations, disciplinary consequences, removals, DAEP placement, suspension, expulsion, and parent notice procedures.

STAAR: State of Texas Assessments of Academic Readiness; the state assessment program for designated grade levels and courses.

UIL: University Interscholastic League; the statewide organization that oversees many academic, athletic, music, and extracurricular contests.

Appendix: Freedom from Bullying Policy

School board policies may be revised at any time. For the most current copy of district policy, parents and students should visit the district's online policy manual or contact the district office.

Below is the local bullying policy included for reference as of the date the handbook was finalized. If this appendix conflicts with updated Board policy, the most recently adopted Board policy will control.

Appendix: Special Education and Section 504 Referral Information

For students who are experiencing difficulty in the regular classroom, the district will consider tutorial, compensatory, academic, behavioral, and other support services available to all students. This may include a process based on Response to Intervention, Multi-Tiered Systems of Support, or other campus support systems.

A parent may request an evaluation for special education or Section 504 services at any time.

If a student is experiencing learning difficulties, the parent may contact campus staff to learn about the district's referral or screening system for support services. This system may connect students to support options, including a referral for a special education evaluation or a Section 504 evaluation.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the district, the district must respond no later than 15 school days after receiving the request.

The district must provide prior written notice of whether it agrees or refuses to evaluate the student and must provide a copy of the Notice of Procedural Safeguards. If the district agrees to evaluate, the district must provide the parent an opportunity to give written consent.

A request for a special education evaluation may be made verbally and does not have to be in writing; however, a verbal request does not trigger the 15-school-day written-response timeline. The district will still comply with Child Find, prior written notice, and procedural safeguard requirements.

If the district receives written consent to evaluate, the district must complete the initial evaluation and evaluation report no later than 45 school days from the date consent is received, unless an exception applies. If the student is absent three or more school days during the evaluation period, the timeline may be extended by the number of school days equal to the student's absences.

Upon completion, the district will provide the parent a copy of the evaluation report at no cost.

Title I School-Parent Compact

Daingerfield-Lone Star ISD, parents, school staff, and students share responsibility for improving student academic achievement. This compact outlines how the school, parents, and students will work together to support learning, build strong partnerships, and help students meet state academic standards in accordance with Title I, Part A and ESSA Section 1116.

School Responsibilities

Daingerfield-Lone Star ISD will provide high-quality curriculum and instruction in a supportive and effective learning environment. Staff will use required curriculum, classroom instruction, assessment data, teacher-created assessments, DMAC reports, intervention data, and student progress information to meet student needs.

Provide high-quality instruction aligned to state standards.

Monitor student progress through assessments, classroom performance, and data review.

Provide intervention or support when needed.

Hold parent-teacher conferences, including discussion of this compact when appropriate.

Provide parents regular information about student progress, attendance, behavior, and academic concerns.

Provide reasonable access to staff through conferences, phone calls, email, and scheduled meetings.

Provide opportunities for parents to volunteer, serve on committees, and support campus programs when appropriate.

Parents may request a conference with a teacher or administrator by contacting the campus office at 903-645-3968.

Parent Responsibilities

- Monitor attendance and ensure students attend school regularly.
- Help ensure homework and assignments are completed.
- Participate, as appropriate, in decisions related to the student's education.
- Encourage positive use of time outside of school.
- Read school notices, messages, emails, letters, and other communication.
- Respond to school communication when needed.
- Support school expectations, attendance requirements, and student accountability.

Student Responsibilities

- Complete homework and assignments.
- Ask for help when needed.
- Attend tutoring or intervention when needed.
- Give parents or guardians school notices and information.
- Attend school regularly and arrive prepared to learn.
- Follow The Tiger Way and campus expectations.

DHS Discipline Levels at a Glance

The following discipline levels are intended to support consistency and clear communication. They do not replace the Student Code of Conduct, Board policy, administrator judgment, due process, or applicable law. Discipline decisions will be based on the specific facts, severity, frequency, safety concern, impact on learning, and applicable legal requirements.

Appendix A: Discipline Definitions and Referral Writing

DHS uses shared discipline definitions so students, families, teachers, and administrators can understand behavior expectations in the same way. Common terms such as disrespect, disruption, defiance, refusal, threat, bullying, harassment, fighting, horseplay, skipping, tardy, profanity, and academic dishonesty should be documented with observable facts.

Objective Documentation Standard

Strong documentation explains what was seen, heard, said, done, and attempted. Staff should avoid broad labels by themselves and describe exact words, actions, directions given, interventions attempted, and the impact on learning or safety.

Referral Writing Questions

- What happened?
- What did the student say or do?
- What direction was given?
- What interventions were attempted before the referral, unless safety required immediate action?
- How was learning, safety, or school operations impacted?
- Why is administrative intervention needed now?

DHS Discipline Commitment

Consistency over emotion. Documentation over assumption. Accountability over excuses. Growth over punishment. Relationships over conflict. Learning over removal.

Appendix B: Student Accountability and Discipline Framework

The DHS Student Accountability and Discipline Framework is a campus-level guide designed to promote consistency, clarity, and fairness in student accountability and discipline. It supports staff decision-making, student

expectations, family communication, and administrative consistency. It does not replace district policy, Board policy, the Student Code of Conduct, Texas Education Code, legal guidance, or due process.

Discipline Decision-Making Model

Every disciplinary decision should consider four questions:

- Is this a safety issue?
- Is learning being disrupted?
- Is this repeated behavior?
- Does the law require a specific response?

Classroom Management and Major Discipline

Effective discipline begins in the classroom. Teachers are the first and most important level of intervention for most student behaviors. Office referral may be appropriate when interventions have been exhausted, behavior becomes chronic, behavior escalates, learning is significantly disrupted, or safety concerns emerge. Major incidents, safety concerns, substances, threats, harassment, bullying, fighting, and Chapter 37 matters require administrative review.

DHS Accountability Commitment

Students are expected to demonstrate respect, responsibility, safety, and accountability. Families are encouraged to monitor attendance, monitor grades, review student behavior, support school expectations, respond to communication, and encourage accountability.

STUDENT/PARENT HANDBOOK ACKNOWLEDGMENT

I acknowledge that I have received access to the Daingerfield High School Student & Parent Handbook for the 2026-2027 school year. I understand that the handbook is a general guide and that Board policy, the Student Code of Conduct, and applicable law govern when a conflict exists.

I understand that students are expected to follow The Tiger Way expectations, attendance and punctuality requirements, personal communication device expectations, dress and grooming standards, campus safety rules, and all other school expectations described in this handbook and the Student Code of Conduct.

Please initial each item:

- ____ Student Handbook and Student Code of Conduct access
- ____ The Tiger Way expectations and student accountability standards
- ____ Attendance, tardy, truancy, and 90% credit expectations
- ____ Personal communication device policy: off, away, out of sight, and not on the student's person
- ____ Dress and grooming expectations, including head coverings and length/coverage requirements
- ____ Discipline, safety, and campus behavior expectations

Student Name: _____ Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____