



THE NEXT CHAPTER IS **OURS** **ALL IN**
— **#TeamSISD** —

2025-2026

Student Handbook & Code of Conduct

Student Handbook & Code of Conduct

2025-2026

Socorro Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs). For additional information regarding Socorro Independent School District's policy of nondiscrimination contact the Department of Human Resources at Humanresources@sisd.net, 12440 Rojas Dr., El Paso, TX 79928.

El Distrito Escolar Independiente de Socorro no discrimina por motivos de raza, color, religión, género, sexo, nacionalidad, edad, discapacidad, estado militar, información genética o cualquier otro motivo prohibido por la ley en sus prácticas laborales o en la prestación de servicios educativos, actividades y programas, incluida la educación profesional y técnica (programas vocacionales). Para obtener información adicional sobre la política de no discriminación del Distrito Escolar Independiente de Socorro, comuníquese con el Departamento de Recursos Humanos en Humanresources@sisd.net, 12440 Rojas Dr., El Paso, TX 79928.

SOCORRO INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

Michael A. Najera, President

Paul Guerra, Vice President

Marivel N. Macias, Secretary

Ryan Woodcraft, Trustee

Charles Smith, Trustee

Alice Gardea, Trustee

Manny Rodriguez, Trustee

James P. Vasquez,
Superintendent of Schools

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at www.sisd.net.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or s e x -based harassment: *Celina Stiles, Chief Human Resources Officer, 12440 Rojas Drive, El Paso, Texas 79928 (915) 937-0213 cstile@sisd.net and Enrique Herrera, Assistant Superintendent for Administrative Services, 12440 Rojas Drive, El Paso, Texas 79928. (915) 937-0053 eherre17@sisd.net.*

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Melissa Parham, Chief Academic Officer, 12440 Rojas Drive El Paso, Texas 79928 (915) 937-0331 mparha@sisd.net
- For all other concerns regarding discrimination, see the Superintendent of Schools: James P. Vasquez 12440 Rojas Drive, El Paso, Texas 79928 (915) 937-0000 jvasqu02@sisd.net

[See policies at FB, the FFH series, and GKD for more information.]

August/agosto 2025						
S	M	T	W	T	F	S
27	*28	*29	*30	*31	*1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September/septiembre 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October/octubre 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November/noviembre 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

December/diciembre 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January/enero 2026						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



2025-2026 SISD Calendar

Socorro Independent School District

Leading • Inspiring • Innovating

July

28- August 1.....Staff Development

August

2.....Teacher Work Day

4.....1st Nine Weeks Begins

September

1.....Labor Day Holiday

29- Oct.10.....Fall Intersession for Students

October

13-14.....Staff Development

15.....2nd Nine Weeks Begins

20.....Fall Middle School Open House

21.....Fall Elementary/K-8 Open House

22.....Fall High School Open House

November

11.....Veteran's Day Holiday

24-28.....Thanksgiving Break

December

19.....Early Release (Teachers & Students)

22-Jan. 2.....Winter Break

January

1.....New Year's Day

5-6.....Staff Development

7.....3rd Nine Weeks Begins

19.....Martin Luther King, Jr. Holiday

March

9-13.....Spring Intersession for Students

16-20.....Spring Break

23-24.....Staff Development

25.....4th Nine Weeks Begins

30.....Spring Middle School Open House

31.....Spring Elementary/K-8 Open House

April

1.....Spring High School Open House

3.....Good Friday Holiday

May

25.....Memorial Day Holiday

June

4.....Last Day of School

Early Release (Teachers & Students)

5-6.....Teacher Work Day

Teacher Inservice/Workdays

11 Staff Development Days

3 Workdays

Instructional Days (173)

Fall: 81 Spring: 92

Instructional Minutes

Fall: 35,840 Spring: 40,735

Total: 76,575

*State Assessment Dates subject to change by TEA, log on to www.tea.state.tx.us

SISD shall follow smart snack guidelines in place of FMNV days.

Legend

- Inclement Weather Make Up Days
- In Session
- Intersession
- Holidays/District Closure
- Staff Development
- Teacher Work Day
- Open House (Parent Nights)
- ▶ Beginning of Nine Weeks
- ◀ End of Nine Weeks
- Early Release - Students & Teachers
- State Assessment Test Day
- TELPAS Testing Window

Socorro ISD • 12440 Rojas Dr. • El Paso, TX • 79928 • www.sisd.net

The Socorro Independent School District does not discriminate on the basis of race, national origin, sex, disability, or age in its programs, activity or employment.

February/febrero 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March/marzo 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April/abril 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May/mayo 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June/junio 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July/julio 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

*Tentative 2026-2027 Calendar

School Directory

Elementary & Pk-8 Schools

- 1 **Benito Martínez (PK-5)**
2640 Robert Wynn St. 79936
937-8000, FAX: 937-8089
- 2 **Bill Sybert (PK-8)**
11530 Edgemere Blvd. 79936
937-4400, FAX: 851-7777
- 3 **Cactus Trails (PK-5)**
14701 Ralph Seitsinger Dr. 79938
938-2600 FAX: 851-7090
- 4 **Campestre (PK-5)**
11399 Socorro Rd. 79927
937-7300, FAX: 851-1715
- 5 **Chester E. Jordan (PK-5)**
13995 Jason Crandall Dr. 79938
937-8800, FAX: 937-8889
- 6 **Col. Ben Narbutth (PK-5)**
12901 Bob Hope Dr. 79928
938-2800, FAX: 851-7900
- 7 **Desert Wind (PK-8)**
1100 Colina de Paz 79928
937-7800, FAX: 851-7840
- 8 **Dr. Sue A. Shook (K-5)**
13777 Paseo del Este 79928
937-7100, FAX: 937-7197
- 9 **Elfida P. Chavez (PK-5)**
11720 Pebble Hills 79936
937-8300, FAX: 856-9993
- 10 **Ernesto Serna Fine Arts Academy (PK-8)**
11471 Alameda Ave. 79927
937-4800, FAX: 851-7580
- 11 **Escontrías STEAM Academy (PK-5)**
PK - 1st: 937-4200, FAX: 937-4292
10400 Alameda Ave. 79927
2nd - 5th: 937-4100, FAX: 937-4196
205 Buford Rd. 79927
- 12 **H. D. Hilley (PK-5)**
693 N. Rio Vista Rd. 79927
937-8400, FAX: 860-3778
- 13 **Helen Ball (PK-5)**
1950 Firehouse Dr. 79936
937-8200, FAX: 856-1478
- 14 **Horizon Heights (PK-5)**
13601 Rydewood Ave. 79928
937-7400, FAX: 937-7497
- 15 **Hueco (PK-5)**
300 Old Hueco Tanks Rd. 79927
937-7600, FAX: 860-1125
- 16 **James P. Butler (PK-5)**
14251 Ralph Seitsinger 79938
937-8900, FAX: 937-8910
- 17 **Jane A. Hambric (PK-8)**
3535 Nolan Richardson 79936
937-4600, FAX: 851-7560
- 18 **John Drugan (PK-8)**
12451 Pellicano, 79928
937-6800, FAX: 937-6815
- 19 **Loma Verde (PK-5)**
12150 Ted Houghton 79936
937-8600, FAX: 851-7780
- 20 **Lujan-Chávez (K-5)**
2200 Sun Country Dr. 79938
937-8700, FAX: 937-8790
- 21 **Mission Ridge (K-5)**
150 Nonap Rd. 79928
938-2000, FAX: 851-7441
- 22 **Myrtle Cooper (PK-5)**
1515 Rebecca Ann Dr. 79936
937-7700, FAX: 855-7645
- 23 **O'Shea Keleher Whole Child Academy (PK-5)**
1800 Leroy Bonse Dr. 79936
937-7200, FAX: 921-1506
- 24 **Paso del Norte Fine Arts Academy (PK-5)**
12300 Tierra Este Rd. 79938
937-6200, FAX: 851-7061
- 25 **Purple Heart (PK-5)**
14400 GR Campuzano 79938
938-2200, FAX: 851-7030
- 26 **Robert R. Rojas (PK-5)**
500 Bauman Rd. 79927
937-8500, FAX: 937-8513
- 27 **Sgt. Jose F. Carrasco (PK-5)**
14900 Tierra Mirage 79938
938-2400, FAX: 938-2490

- 28 **Sgt. Roberto Ituarte (PK-5)**
12860 Tierra Sonora 79938
937-7000, FAX: 937-7095
- 29 **Sierra Vista STEAM Academy (PK-5)**
1501 Bob Hope Dr. 79936
937-8100, FAX: 849-1263
- 30 **Vista del Sol Environmental Science Academy (PK-5)**
11851 Vista del Sol Dr. 79936
937-7500, FAX: 855-7523

Middle Schools

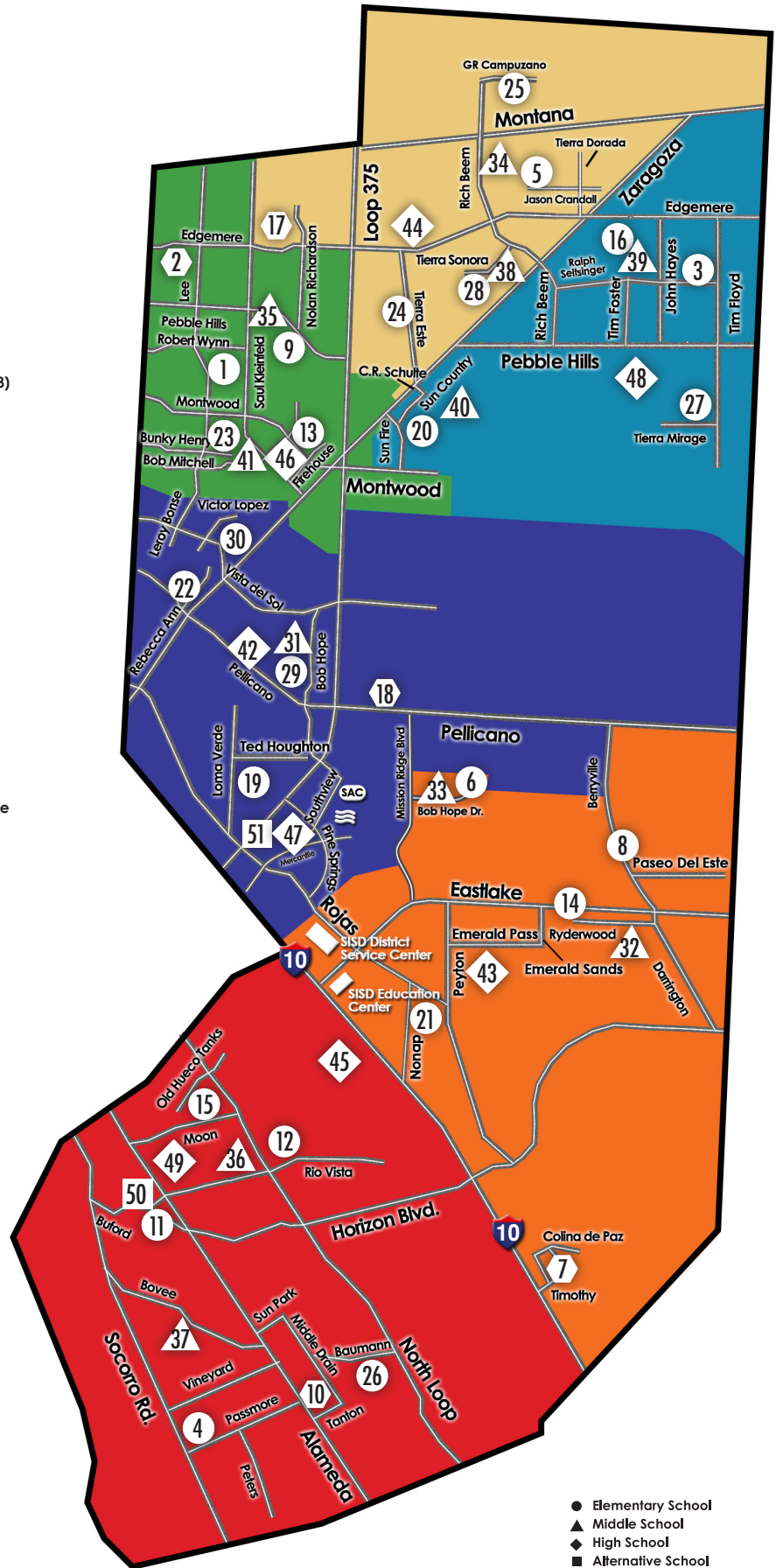
- 31 **Capt. Walter E. Clarke Middle (6-8)**
1515 Bob Hope Dr. 79936
937-5600, FAX: 857-3765
- 32 **Col. John O. Ensor Middle (6-8)**
13600 Rydewood Ave. 79928
937-6000, FAX: 851-7590
- 33 **Eastlake Middle (6-8)**
12901 Bob Hope Dr. 79928
938-3000, FAX:
- 34 **Hurshel Antwine Middle (6-8)**
3830 Rich Beem Blvd. 79938
937-6400, FAX: 851-7830
- 35 **Montwood Middle (6-8)**
11710 Pebble Hills 79936
937-5800, FAX: 856-9909
- 36 **Salvador H. Sanchez Middle (6-8)**
321 N. Rio Vista Rd. 79927
937-5200, FAX: 859-6636
- 37 **Socorro Middle (6-8)**
321 Bovee Rd. 79927
937-5000, FAX: 859-6955
- 38 **Spec. Rafael Hernando III Middle (6-8)**
3451 Rich Beem Blvd. 79938
937-9800, FAX: 937-8987
- 39 **SSG. Manuel R. Puentes Middle (6-8)**
3216 Tim Foster 79938
937-9200, FAX: 937-9210
- 40 **Sun Ridge Middle (6-8)**
2210 Sun Country Dr. 79938
937-6600, FAX: 851-7730
- 41 **William D. Slider Middle (6-8)**
11700 School Ln. 79936
937-5400, FAX: 857-5804

High Schools

- 42 **Americas High (9-12)**
12101 Pellicano Dr. 79936
937-2800, FAX: 855-6898
- 43 **Eastlake High (9-12)**
13000 Emerald Pass 79928
937-3600, FAX: 937-3799
- 44 **El Dorado High (9-12)**
12401 Edgemere 79938
937-3200, FAX: 851-7820
- 45 **Mission Early College (9-12)**
10700 Gateway East 79927
937-1200, FAX: 860-2935
- 46 **Montwood High (9-12)**
12000 Montwood Dr. 79936
937-2400, FAX: 937-2422
- 47 **Options High (9-12)**
12380 Pine Springs 79928
937-1300, FAX: 859-2603
- 48 **Pebble Hills High (9-12)**
14400 Pebble Hills Blvd. 79938
937-9400, FAX: 851-7912
- 49 **Socorro High (9-12)**
10150 Alameda Ave. 79927
937-2000, FAX: 937-2394

Alternative Schools

- 50 **KEYS Elementary (3-5)**
205 Buford Rd. 79927
937-4100, FAX: 937-9212
- 51 **KEYS Academy (6-12)**
12380 Pine Springs 79928
937-4000, FAX: 937-4006



- Elementary School
- ▲ Middle School
- ◆ High School
- Alternative School
- PK-8 School
- Student Activities Complex
- Aquatics Center
- District Service Center (Main Administrative Offices)
- Education Center
- Feeder Boundaries

Updated June 21, 2023
This boundary map is a general representation of SISD by feeder pattern, to view a more detailed map, please log on to: <http://www.sisd.net/maps>



Socorro Independent School District 2025-26 Student & Parent Acknowledgement

Date / Fecha

Student's Name / Nombre Del Estudiante

Failure to sign this contract does not take away the responsibility of the student to abide by the Student Handbook or Student Code of Conduct.

The offenses and sanctions included in this handbook are not all inclusive. While an attempt has been made to list major concerns, not all possible misbehavior and disciplinary actions have been included.

This document is a reference source for students, teachers and parents. More specific information may be obtained from Board Policy, which is available in the principal's office of each school and online at www.sisd.net.

STUDENT

I have received a copy of the Socorro ISD Student Handbook for 2025-2026. I understand that the handbook contains information that I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct.

Student's Signature

Print Student's Name

PARENTS, GUARDIAN OR PERSONS RESPONSIBLE

I have received a copy of the Socorro ISD Student Handbook for 2025-2026 and will carefully review the Student Code of Conduct with my child and agree to help my child abide by the Student Handbook and the Student Code of Conduct. I will read and agree to comply with the Texas Compulsory Attendance Law (Texas Education Code, Section 21.032).

I certify that we live within the boundaries of the Socorro Independent School District or that we have on file an approved out-of-district transfer form.

Parent/Guardian/Person Responsible Signature

Print Name

FAILURE TO RETURN THIS FORM WILL BE CONSIDERED AN ACKNOWLEDGEMENT OF RECEIPT.

Rehusarse a firmar este contrato no le quita al alumno la responsabilidad de obedecer el Manual Estudiantil o El Código de Conducta Estudiantil.

Las faltas y sanciones que se incluyen en este manual no son inclusivas del todo. Aún cuando se ha hecho el intento de incluir las preocupaciones más apremiantes, no todas las indisciplinas ni las medidas disciplinarias posibles se han incluido.

Este documento es un material de referencia para los estudiantes, maestros, padres y/o tutores. Información más específica se puede obtener de la Póliza de la Mesa Directiva que está a su disposición en la oficina del director de cada escuela y en línea en www.sisd.net.

ESTUDIANTE

He recibido una copia del Socorro ISD Manual Estudiantil para 2025-2026. Entiendo que el Manual contiene la información que puedo necesitar durante el año escolar y que todos los estudiantes serán sostenidos responsables de su comportamiento y serán sujetos a las consecuencias disciplinarias perfiladas en el Código de Conducta Estudiantil.

Firma del Alumno

Nombre del Alumno en Letra de Molde

PADRES, TUTORES O PERSONAS RESPONSABLES

He recibido una copia del Socorro ISD Manual Estudiantil para 2025-2026 y voy con cuidado a examinar el Código de Conducta Estudiantil con mi hijo/a y consentir en ayudar a mi hijo/a cumplir con la Guía de Estudiante y el Código de Conducta Estudiantil. Leeré y consentiré en cumplir con la Ley de Asistencia Obligatoria de Texas (Código de Educación de Texas, la Sección 21.032)

Certifico que vivimos dentro de los límites del Distrito Independiente Escolar de Socorro o que tenemos en el archivo una forma de transferencia de distrito aprobada.

Firma del Padre/Tutor/Persona Responsable

Nombre en Letra de Molde

EL FRACASO DE DEVOLVER ESTA FORMA SERÁ CONSIDERADO UN ACUSE DE RECIBO.



Socorro Independent School District
2025-2026 Release of Student Directory Information
Family Education Rights and Privacy Act (FERPA) Notice



Date / Fecha

Student's Name / Nombre Del Estudiante

Socorro ISD shall not release directory information except for the purpose of disclosure relating to school-sponsored/school-affiliated purposes unless the parent or guardian objects to the release of the directory information about the student. If you do not want Socorro ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing within 10 days of receipt of the handbook. For the following District-sponsored purposes-District publications and announcements could include but are not limited to, extracurricular activity publications, yearbook, district/campus newsletters, campus directory, electronic publications, and public recognitions-Socorro ISD has designated the following information as directory information: student name, address, telephone listing, photograph, date of birth, honors and awards received, grade level, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

Please check one of the choices below:

- ☐ Yes: I consent to the release of my child's directory information for school-sponsored purposes.
- ☐ No: I do not consent to the release of my child's directory information for school-sponsored purposes.

Parent/Guardian/Person Responsible Signature

Print Name

FAILURE TO RETURN THIS FORM WILL BE CONSIDERED PERMISSION FOR DIRECTORY INFORMATION TO BE RELEASED FOR ALL PURPOSES.

Socorro ISD no divulgará la información del directorio excepto con el propósito de la divulgación relacionada con los fines patrocinados por la escuela /afiliados a la escuela a menos que el padre o tutor se oponga a la publicación de la información del directorio sobre el estudiante. Si no desea que Socorro ISD divulgue la información del directorio de los registros educativos de su hijo sin su consentimiento previo por escrito, debe notificar al distrito por escrito dentro de los 10 días posteriores a la recepción del manual. Para los siguientes propósitos patrocinados por el distrito: publicaciones y anuncios del distrito pueden incluir, entre otros, publicaciones de actividades extracurriculares, anuarios, boletines del distrito/escuela, directorio de la escuela, publicaciones electrónicas y reconocimientos públicos. Socorro ISD ha designado la siguiente información como directorio información: nombre del estudiante, dirección, listado telefónico, fotografía, fecha de nacimiento, honores y premios recibidos, nivel de grado, participación en actividades y deportes oficialmente reconocidos, y peso y estatura de los miembros de equipos atléticos.

Por favor compruebe una de las opciones abajo:

- ☐ Si: Doy mi consentimiento al distrito de usar la información de la lista del directorio para objetivos patrocinados por escuela.
- ☐ No: Doy mi consentimiento al distrito de usar la información de la lista del directorio para objetivos patrocinados por escuela específicos.

Firma del Padre/Tutor/Persona Responsable

Nombre en Letra de Molde

EL FRACASO DE DEVOLVER ESTA FORMA SERÁ CONSIDERADO EL PERMISO PARA LA INFORMACIÓN DE DIRECTORIO PARA SER LIBERADA PARA TODOS LOS OBJETIVOS.



Socorro Independent School District
2025-2026 Parent's Objection to the Release of Student Information to Military Recruiters
and Institutions of Higher Education
Family Education Rights and Privacy Act (FERPA) Notice

Date / Fecha

Student's Name / Nombre Del Estudiante

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and telephone listing of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to those these types of requestors without prior written consent.

Authorization for Release of directory information to Institutions of higher education such as Universities and Colleges:

Please check one of the choices below:

- ☐ Yes: I consent
☐ No: I do not consent

Authorization for Release of directory information to military recruiters:

Please check one of the choices below:

- ☐ Yes: I consent
☐ No: I do not consent

Parent/Guardian/Person Responsible Signature

Print Name

FAILURE TO RETURN THIS FORM WILL BE CONSIDERED PERMISSION TO RELEASE STUDENT INFORMATION TO MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER EDUCATION.

La ley federal requiere que el distrito libere a reclutadores militares e instituciones de la enseñanza superior, sobre petición, el nombre, dirección, y listado telefónico de estudiantes escolares secundarios matriculados en el distrito, a menos que el padre/tutor/persona responsable o estudiante elegible dirija el distrito para no liberar la información a aquellos tipos de solicitudes sin el consentimiento escrito previo.

Autorización para la divulgación de información de directorio a instituciones de educación superior como universidades y universidades:

Por favor compruebe una de las opciones abajo:

- ☐ Si: doy mi consentimiento
☐ No: doy mi consentimiento

Autorización para la divulgación de información de directorio a los reclutadores militares:

Por favor compruebe una de las opciones abajo:

- ☐ Si: doy mi consentimiento
☐ No: doy mi consentimiento

Firma del Padre/Tutor/Persona Responsable

Nombre en Letra de Molde

EL FRACASO DE DEVOLVER ESTA FORMA SERÁ CONSIDERADO EL PERMISO DE LIBERAR LA INFORMACIÓN DE ESTUDIANTE A RECLUTADORES MILITARES E INSTITUCIONES DEL APRENDIZAJE MÁS ALTO.



Socorro Independent School District 2025-2026 Student Consent/Opt Out Form



Date / Fecha

Student's Name / Nombre Del Estudiante

The district is required by federal law to notify you and obtain your consent for or denial of (opt-out) your child's participation in certain school activities. The activities include any student survey, analysis, or evaluation, known as "protected information survey" that concerns one or more of the following eight areas:

1. Political affiliations or beliefs of the student or student's parents;
2. Mental or psychological problems of the student or student's family;
3. Sexual behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom the student has a close family relationship;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility or to receive financial assistance under such a program.

This notice and consent/opt-out requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys"), and to certain physical exams and screenings.

Please check one of the choices below:

- ☐ I **do give** the district permission for my child to participate in the activities listed.
- ☐ I **do not give** the district permission for my child to participate in the activities listed.

Parent/Guardian/Person Responsible Signature

Print Name

FAILURE TO RETURN THIS FORM WILL BE CONSIDERED PERMISSION FOR YOUR CHILD TO PARTICIPATE IN THE ACTIVITIES LISTED.

El distrito es requerido según la ley federal notificarle y obtener su consentimiento para o desmentido (de la opción de exclusión voluntaria) la participación de su hijo/a en ciertas actividades escolares. Las actividades incluyen cualquier revisión de estudiante, análisis, o evaluación, conocida como "revisión de información protegida" que concierne una o varias de las ocho áreas siguientes:

1. Afiliaciones políticas o creencia del estudiante o los padres del estudiante;
2. Problemas mentales o psicológicos del estudiante o la familia del estudiante;
3. Comportamiento sexual o actitudes;
4. Comportamiento ilegal, antisocial, auto incriminatorio, o humillante;
5. Las valoraciones críticas de otros con quien el estudiante tiene una relación de familia cercana;
6. Relaciones privilegiadas legalmente reconocidas, como con abogados, doctores, o ministros;
7. Prácticas religiosas, afiliaciones, o creencia del estudiante o padres; o
8. Ingresos, además de como requerido según la ley para determinar elegibilidad de programa o recibir ayuda financiera conforme a tal programa.

Este aviso y exigencia consent/opt-out también se aplican a la colección, revelación, o uso de la información de estudiante para objetivos de mercadotecnia ("revisiones de mercadotecnia"), y a ciertos exámenes físicos y proyecciones.

Por favor compruebe una de las opciones abajo:

- ☐ **Si doy** el permiso al distrito para mi hijo/a para participar en las actividades puestas en esta lista.
- ☐ **No doy** el permiso al distrito para mi hijo/a para participar en las actividades puestas en esta lista.

Firma del Padre/Tutor/Persona Responsable

Nombre en Letra de Molde

EL FRACASO DE DEVOLVER ESTA FORMA SERÁ CONSIDERADO EL PERMISO PARA LA PARTICIPACION DE SU HIJO/A EN LAS ACTIVIDADES PUESTAS EN LA LISTA.



Socorro Independent School District

2025-2026 Permission to Video/Audio Record or Photograph

Date / Fecha

Student's Name / Nombre Del Estudiante

The Socorro ISD Public Relations Department and campuses regularly invite the news media to publicize student, school and district accomplishments and events. In addition, representatives of Socorro ISD may want to photograph, videotape, or audiotape students in our schools for purposes other than those stated directly in the code. This is most often done to highlight the achievements of our schools and their students or to provide general information about school programs. The photos or videos may appear in district publications, videos, social media sites, or on the campus/district website.

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

The Texas Education Code, Sec. 26.009, allows videotaping of a student for the purposes of safety or discipline, instructional, media coverage, or co-curricular or extracurricular activity (such as athletics, band, or PTA programs).

Please check one of the choices below:

- ☐ I **do give** the district permission to photograph or video/audio record my child.
- ☐ I **do not give** the district permission to photograph or video/audio record my child.

Parent/Guardian/Person Responsible Signature

Print Name

FAILURE TO RETURN THIS FORM WILL BE CONSIDERED PERMISSION TO VIDEO/AUDIO RECORD OR PHOTOGRAPH.

El Departamento de Relaciones Públicas del Distrito Independiente Escolar de Socorro con regularidad invita los medios de noticias a hacer público a estudiante, escuela y logros del distrito y acontecimientos. Además, los representantes del distrito de Socorro pueden querer fotografiar, audio o grabar en video, a estudiantes en nuestras escuelas para objetivos además de aquellos declarados directamente en el código. Este el más a menudo es hecho para destacar los logros de nuestras escuelas y sus estudiantes o proporcionar la información general sobre programas escolares. Las fotos o videos pueden aparecer en publicaciones, videos, sitios de medios sociales del distrito o en el sitio Web de la escuela /distrito.

Tenga en cuenta que los padres y los visitantes de un salón de clases, tanto virtual como en persona, no pueden grabar video o audio ni tomar fotografías u otras imágenes fijas sin el permiso del maestro u otro funcionario escolar.

El Código de Educación de Texas, Sec. 26.009, permite grabar en video a un estudiante para los objetivos de seguridad o disciplina, educacional, cobertura de medios, o actividades adicionales escolares o extraescolar (como atletismo, banda, o programas PTA).

Por favor compruebe una de las opciones abajo:

- ☐ **Si soy** el permiso al distrito de fotografiar o grabar en video/audio a mi hijo/a.
- ☐ **No doy** el permiso al distrito de fotografiar o grabar en video/audio a mi hijo/a.

Firma del Padre/Tutor/Persona Responsable

Nombre en Letra de Molde

EL FRACASO DE DEVOLVER ESTA FORMA SERÁ CONSIDERADO EL PERMISO A REGISTRO DE VIDEO/DE AUDIO O FOTOGRAFÍA.

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SOCORRO INDEPENDENT SCHOOL DISTRICT
Department of Administrative Services

To Parents and Students:

Welcome to the new school year! Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Socorro ISD Student Handbook is a general reference guide of the basic information that you and your child will need during the school year.

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

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

Therefore, parents and students should become familiar with the Socorro ISD Student Code of Conduct which may be found as an attachment to this handbook and posted on the SISD website at www.sisd.net.

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

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

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the Superintendent's Office, and an unofficial electronic copy is available at www.sisd.net.

The policy manual includes:

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

For questions about the material in this handbook, please contact the principal or Administrative Services

Complete and return to the student's campus the following forms included in the online registration process or in this handbook:

1. Acknowledgement of Electronic Distribution of Student Handbook or Acknowledgement Form,
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education,
4. Consent/Opt-Out Form for participation in third-party surveys, and
5. Permission to Video/Audio Record or Photograph.

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the Department of Administrative Services at (915) 937-0053.

I. ATTENDANCE

STUDENT ABSENCE AND TARDINESS

This is a summary of the Socorro Independent School District policy and regulations governing student attendance. The actual policies and regulations are found on www.sisd.net policy online.

The district must also comply with state law regarding minimum attendance standards. These standards are found in the Texas Education Code and the Texas Administrative Code, and the application in Board Policy.

It is the position of the Board of Trustees that student attendance is a key factor in student achievement and that any absence from school represents an educational loss to the student. The district provides students an opportunity to make up work missed during an absence.

A. COMPULSORY SCHOOL ATTENDANCE

Prekindergarten and Kindergarten

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

Ages 6–18

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

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

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

Age 19 and Older

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

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Appearing at a governmental office to obtain U.S. citizenship;
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments,
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction;
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

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

Secondary Grade Levels

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

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

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

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

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

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

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

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

Students with Disabilities

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

Ages 6–18

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

The notice will:

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

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

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

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

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

Age 19 and Older

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

Attendance for Credit or Final Grade(All Grade Levels)

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

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

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student’s attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will follow FEC (local) guidelines. The student or parent may appeal the committee’s decision to the board by following policy FNG(LOCAL).

Regaining Credit

A student may regain credit/final grade if the principal or the campus Attendance/ Review Committee determines the absences were the result of an extenuating circumstance. The principal or the Attendance/ Review Committee may take one of the following actions:

1. Reinstate credit/final grade for any one or all courses for which credit/final grade were denied.
2. Assign alternative academic learning activities which the student must successfully complete in a timely manner. Upon completion of the alternative academic learning activities, a determination will be made to reinstate credit/final grade or uphold the denial of credit/final grade; for any course or courses for which alternative academic learning activities were assigned.
3. Uphold the denial of credit/final grade for any course or courses for which credit/final grade were denied.

Appeals

A petition for credit or a final grade may be filed in accordance with administrative regulations. The attendance committee shall review the student’s entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. [FEC (LOCAL) and FEC (REGULATION)]

Official Attendance-Taking Time (All Grade Levels) The district will take official attendance every day as follows:

- High Schools at 10:00 a.m.
- Middle Schools at 9:45 a.m.
- PK-8 Schools at 10:00 a.m.
- Elementary Schools at 10:00 a.m.

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

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day. For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student’s return. Documentation regarding the reason for the absence will also be required. The same process applies to students in high school if the parent picks up the student from campus. If the student’s parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

B. ABSENCES

Documentation after an Absence (All Grade Levels)

A parent must provide justification for any absence 72 hours upon the student's return to school. The justification must be emailed by parent or must be signed by parent if submitted by student.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. The campus will document in its attendance records whether the absence is excused or unexcused.

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

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

Upon the student's return to school, a student absent for more than three (3) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the student was seen. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment on the district's form. The form may be obtained from the student's campus or on the district web page [Attendance | Socorro Independent School District](#) (sisd.net/page/attendance) under the **Compulsory Attendance and 90% Rule** section.

C. TARDIES

A student with excessive tardies may be assigned to detention or given another appropriate consequence.

A student is tardy if he/she is not inside the classroom or at the assigned area for class at the designated class time, unless he or she has an authorized excuse. Tardies may count against a student's perfect attendance if the school's School Improvement Team adopts this as a policy; however, tardies will not convert into absences.

D. MAKE-UP WORK

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade**.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

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

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels Grades 9–12

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

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom.

The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

E. PROOF OF RESIDENCY

At the time of registration, and on a yearly basis thereafter, the parents or legal guardian of the child to be enrolled must provide the following:

1. Proof of Residence: Current Gas, Water, or Electric Bill (No telephone bill or earnest money loan contracts).

THERE IS NO EXCEPTION OR TIME GIVEN FOR PROOF OF RESIDENCE.

A person must provide proof that they are residents of the district prior to the completion of any registration documents. If a Notarized Proof of Residence letter is required, a student should not be registered until the District Alternate Proof of Residence Form is in hand (to be used in a case where a family is residing with another family or on rental property). Form may be obtained at the school.

REMINDER: A recent utility bill with the name and address of the owner or resident of the property must be included.

2. Legal Guardianship or Power of Attorney – The absence of a parent, guardian, or other person with legal control of a child under a court order is not grounds for refusing admission to which a child is entitled under §25.001.

Acceptable Forms of Documentation are:

- **LEGAL GUARDIANSHIP:** A Legal Guardianship is a court document signed by a judge issued by a U.S. Court from within the United States. This is required for a child who is living apart from the parent(s).

District Forms:

- **POWER OF ATTORNEY:** A Power of Attorney is a notarized document that will be accepted for a child who is living apart from the parent(s). May be used for students under age 18 NOT living with parents.
- **GRANDPARENT(S) AFTER SCHOOL CARE:** May be used for non-resident students who will be under the grandparent's care five (5) days a week for at least four (4) hours a day.

MILITARY STUDENTS

Accept closing contract for:

- Military families coming from overseas
- Closing documents @ end of month

F. DRIVER LICENSE ATTENDANCE VERIFICATION (Secondary Grade Levels Only)

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

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

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

II. ACADEMICS

A. GRADING GUIDELINES (ALL GRADE LEVELS)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence;
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during and examination

[See **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines.]

PK – 12

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students through traditional, hybrid, and/or re-mote learning models. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. [EIA (LOCAL)]

As per EIA ADMINISTRATIVE REGULATION:

The following content standards will be graded for grades PK-5:

- Reading
- Language Arts (K-5); Language & Early Literacy Development (PK) Mathematics (PK-5)
- Science (PK-5) Social Studies (PK-5)
- Physical Education (K-5); Physical Development (PK) The basic consideration for evaluation is the progress a child makes based on the Texas Essential Knowledge and Skills (K-5) or Texas State Guidelines (PK). Refer to EIA (REGULATION) for course grades explanation.

6th - 12th

Teachers shall provide a written copy of their grading procedures to students and parents to include opportunities to redo a failing assignment or test.

- It shall be the student's responsibility to seek the opportunity to redo an assignment or test for which he/she received a failing grade within five school days upon which he/she received notification of a failing grade.
- The grade earned when redoing an assignment or test shall be averaged with the grade earned on the first attempt, and the averaged grade shall replace the failing grade.
- Students shall be given one opportunity to redo a failed assignment or test.

Students will have a minimum of two days for each day absent to make up work missed. Parents are to be informed as soon as evidence exists that a student is not making sufficient progress for promotion to the next grade. They are to be given every opportunity to assist the school in a timely manner to ensure the student's successful completion of the assigned grade.

Grades shall not be reduced for non-instructional reasons except in the case of academic dishonesty or late assignments. Academic assignments are not to be used as discipline measures. [EIA (LOCAL)]

B. ACADEMIC DISHONESTY (PK – 12)

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

C. REPORT CARDS/PROGRESS REPORTS

Report cards shall be issued every nine weeks. Performance shall be measured in accordance with this policy and the standards established in EIE (LOCAL).

Progress reports shall be sent home to the parents or guardians at the end of the third and sixth week of each grading period for all students in PreK-12. The notice shall include information concerning the availability of interventions relating to the subject area(s) in which the student is not meeting the grade level or subject area standards.

YRE Calendar	End of 3 Weeks Snapshot	End of Six Weeks 1	Progress Reports	End of 9 Weeks	End of 9 Weeks Grade Submission Window Closes	Report Card Distribution Week
1 st 9 weeks	Aug 22/Sept 12* by 4pm	Sept 12 Six Weeks Grade Check Required	Aug 27/ Sept 17	September 26	October 14 by noon	October 20
2 nd 9 weeks	Oct 31/Nov 21 by 4pm	N/A	Nov 7/Dec 5	December 19	January 12 by noon	January 20
3 rd 9 weeks	Jan 26/ Feb13 by 4pm	N/A	Feb 2 /Feb 18	March 6	March 25 by noon	March 30
4 th 9 weeks	April 13 /May 1 by 4pm	N/A	April 15/ May 6	June 4	*June 3 **June 3 ***June 3 by 4:00 pm	*June 15 **June 15 ***June 15

Note: Subject to change

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

Prekindergarten

Students in prekindergarten shall be promoted to the next grade level based on a developmental scale aligned to state standards and guidelines. The District shall not retain students in prekindergarten. [EIE (LOCAL)]

Kindergarten-Grade 8 Retention Request

A parent may request in writing that a student repeat kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Elementary and Middle School Grade Levels

[See EIE (LOCAL)]

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification.**] Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** and **Standardized Testing.**]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Standardized Testing**SAT/ACT (Scholastic Aptitude Test and American College Test)**

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

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

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See Complaints and Concerns (All Grade Levels) and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

Certain students—some with disabilities and some classified as emergent bilingual—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

Personal Graduation Plans - Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student. [See the school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See Personal Graduation Plans for information related to the development of personal graduation plans for high school students.]

High School Courses End-of-Course (EOC) Assessments

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

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

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

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

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received. Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year. Requests for paper form for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

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

An admission, review, and dismissal (ARD) committee for a student in grades 9–12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.[See Graduation]

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

D. LATE ENTRY/EARLY WITHDRAWAL (PK – 12)

Any student, including a migrant or homeless student, who enrolls after the first day of instruction or who withdraws early shall be provided opportunities to achieve mastery of the essential knowledge and skills to meet course requirements. Teachers and counselors shall consider the student's particular circumstances in determining appropriate opportunities, which may include, but are not limited to:

1. Testing to verify mastery of the essential knowledge and skills; Tutorial sessions for students who enroll late to provide instruction addressing essential knowledge and skills covered in the class;
2. Early final examinations; and
3. Individualized work for students, such as migrant students, who must withdraw early to ensure exposure to and mastery of the essential knowledge and skills.

Any student enrolling after the first day of instruction shall be given at least one opportunity to submit work for incomplete or missing transfer grades. Giving a zero as a grade for missed work is not a best practice. Efforts should be made to assist students in completing missed work due to late enrollment.

E. GRADE LEVEL CLASSIFICATION

At the high school level, students shall be classified by grade level on the basis of units of credits earned:

Grade 9	0-5.5 units of credit
Grade 10	6-11.5 units of credit
Grade 11	12-17.5 units of credit
Grade 12	18 or more units of credit

To receive credit for a course a student must maintain an average of 70 or above and meet attendance criteria.

The classification of students shall be done at the end of the spring semester before the beginning of the next school year. If a re-classification is needed after the school start window, the District Grade Re-classification Committee (GRC) will convene to approve the reclassification. [EIE (LOCAL/REGULATION)]

F. GRADUATION (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments in:

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

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.] If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See Standardized Testing.] Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	4
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Speech	0	.5
Health	0	.5
Financial Literacy	0	.5
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

■ **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.

■ **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

■ **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.

- A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Students are encouraged to see their Counselor and Go Center Advisor for information and assistance to complete and submit the FAFSA or TASFA. A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause. Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement. Please review [TEA's Graduation Toolkit](#).

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

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

Certificates of Coursework Completion

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

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn the distinguished level or achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

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

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

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

Graduation Expenses

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

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

See **College and University Admissions and Financial Aid (All Grade Levels)** for more information. Contact the school counselor for information about other scholarships and grants available to students.

G. COMMENCEMENT EXERCISES

Students shall meet all state and local graduation requirements, including all applicable exit-level testing, to be eligible to participate in the spring commencement activities and ceremonies. [EI, EIF (LEGAL/LOCAL)]

GRADUATION CEREMONIES

Participation in the graduation ceremony is optional. Graduating seniors are advised that conduct judged by the principal to be disruptive to the graduation ceremony will subject them to immediate removal from the ceremony and/or withholding of their diploma pending parent conference. Students will remain seated at all times unless directed to stand. Possession or use of certain items is not permitted at graduation exercises. These items include, but are not limited to the following:

- Air horns
- Balls of any kind
- Whistles
- Signs
- Clappers
- Frisbees

The District shall issue a certificate of coursework completion to a student who has successfully completed state and local credit requirements for graduation but has failed to meet all applicable state testing requirements. [See EIF, FMH]

H. CREDIT COURSES

Secondary Grade Levels Only

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

- i. Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- ii. Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- iii. Enrollment in courses taught in conjunction and in partnership with Socorro ISD partner institutions of higher education, which may be offered on or off campus; and
- iv. Enrollment in courses taught at other colleges or universities.

Enrollment in these programs is based on individual University or College enrollment criteria.

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

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

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

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

EXTENDED INSTRUCTIONAL PROGRAM/COURSE/CREDIT RECOVERY

Middle and High schools may offer courses for credit during the intersession and/or summer school. The courses must include all TEKS and be taught by a certified teacher in the appropriate content area.

Students in grades 6-12 who receive a failing grade for one semester of a one or two semester course may attend a credit recovery program during the intersession and/or summer school. The minimum requirements for credit recovery through direct teacher instruction are as follows:

1. The one semester course shall meet for a minimum of 60 hours during the summer intersession; and
2. Students will be allowed one absence under special circumstances and will be dropped on the second absence. Extenuating circumstances may be appealed to the assistant superintendent; and
3. Credit recovery courses may also count for accelerated instruction for students who have failed to meet satisfactory performance on a state assessment. High School credit earned during intersession to include summer school shall be added to the student's Academic Achievement Record (AAR) as an attempt with the course type code "R". A course type "R" represents a course completed in summer school, night school, or other instructional arrangement outside the regular school year and/or day.

DISTANCE LEARNING (All Grade Levels)

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

The distance learning opportunities that the district makes available to district students are Texas Virtual School Network and other distance learning courses with principal or designee approval per EHDE(LOCAL).

[See Remote Instruction]

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in a virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

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

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

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

ONLINE INSTRUCTION

Students may accrue credit for recovery and/or acceleration and original credit through district approved on-line credit recovery programs or through virtual or hybrid courses offered by the district. Credit recovery, credit acceleration and original credit accrued in this manner shall not substitute as credit by examination as stated in policies EHDB (Legal and Local), EHDC (Legal and Local), EHDD (Legal and Local), and EHDE (Legal and Local). Credit acceleration and original credit requires the approval of the campus principal and the Assistant Superintendent of High Schools.

Students who are assigned to on-line instruction because they are not on track to graduate in four years or are assigned to an alternative education program shall be required to obtain a 70 or higher in each on-line course in order to receive credit.

Students who are assigned to on-line instruction for original credit because they are in a special program or have transferred into the district from out of state or country shall be required to obtain a 70 or higher in each on-line course in order to receive credit.

Students who are on track to graduate in four years or less and are assigned to on-line instruction shall be required to obtain a 90 or higher in each on-line course in order to receive credit. A waiver to this rule may be granted only by the superintendent or designee. Students enrolled in on-line credit courses must complete all graded assessments under the direction of a teacher of record. An assessment includes any quiz, chapter test, unit test, and/or comprehensive exam.

I. CREDIT BY EXAMINATION—If a Student Has Taken the Course

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

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

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

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See the school counselor and policy EHDB(LOCAL) for more information.]

II. CREDIT BY EXAMINATION—If a Student Has Not Taken the Course

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

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published on the district's Research and Evaluation Department webpage.

For grade acceleration, K-5 students are administered 4 assessments in the areas of Reading, Math, Science and Social Studies. Grades 6-8 students are administered a total of 8 assessments that include Semester 1 and 2 for Reading, Math, Science and Social Studies. High School exams for acceleration must be administered prior to the semester in which the student would normally take the course. Passing rate is an 80%.

Review sheets should be accessed prior to registering for the test, as some require reading and/or projects to be completed and turned in on testing day.

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

J. GRADUATION ENROLLMENT

Students must be enrolled in a SISD high school at the end of the year in order to graduate from any SISD high school. Students completing graduation requirements in another district will not be allowed to receive a diploma from an SISD high school. The only possible exception may be when a course needed for graduation is not available in the SISD. In this case, prior written permission must be received from the campus principal. There will be a two credit limit under this condition. [EIF (REGULATION)]

Students who do not meet graduation requirements by the end of the school year and who subsequently enroll in a complete coursework during the summer prior to August 31st of the current year, will be granted a diploma reflecting the May/June graduation date of the current year, [EIF(REGULATION)]

K. STUDENT SCHEDULES

Student schedules need to be determined with input from the students, their parents, and the school counselor. Graduation requirements need to be taken into consideration when developing students' schedules.

L. TIME FOR DROPPING COURSES OR CHANGING SCHEDULES WITHOUT PENALTY AT THE HIGH SCHOOL LEVEL

Students may complete a request to drop a course or make a schedule change with no consequences only during the first four days of the semester. Requests for course changes must be submitted in writing. [EED (REGULATION)]

An administrator, counselor, or teacher shall inform students of deadlines and requirements for dropping courses or changing schedules as well as the ramifications of such a decision. Requests for drops or changes occurring during the semester's four day grace period will not be shown on the student's record. [EED (REGULATION)]

M. CONSEQUENCES OF DROPPING COURSES AFTER FOUR DAY GRACE PERIOD

If a student is allowed to drop a course after the four day grace period, he will receive no credit for the course. The course will count as one attempt with no credit awarded. The course will also be awarded the grade in progress and calculated in the grade point average and affect class rank. [EED (REGULATION)]

N. ONLY ALLOWABLE CHANGES AFTER FOUR DAY GRACE PERIOD WITHOUT A PENALTY

The following list describes the situations in which students may request a change to their scheduled course, after the four day grace period, without the grade penalty as previously described:

1. Student does not meet prerequisites for the course;
2. Student is placed in an inappropriate level;
3. Student needs a different class to graduate; and
4. Extenuating circumstances requiring principal's approval. [EED (REGULATION)]

O. HONOR ROLL

In **grades 6 – 12**, an honor roll system will be observed to recognize above average student achievement.

Students who receive only grades between 80-100 in each subject and satisfactory grades in conduct in each subject during a grading period are eligible for the honor roll. Students will be assigned to the honor roll as follows:

Achievers Honor Roll:

- a. A numerical score of 80-100 in all subjects; and
- b. Satisfactory grades in conduct for all subjects.

Scholars Honor Roll:

- a. A numerical score of 90-100 in all subject areas; and
- b. Satisfactory grades in conduct for all subject areas. [EIA (REGULATION)]

P. VALEDICTORIAN AND SALUTATORIAN

The valedictorian and salutarian shall be the eligible students with the highest and second highest ranking as determined by the district's class ranking procedure described in policy EIC (LOCAL).

1. ELIGIBILITY - RESIDENCY

To be eligible for valedictorian or salutarian honors, a student must have been continuously enrolled in the district high school for the two years preceding graduation.

2. EARLY GRADUATES

A student's class ranking shall be determined within the graduating class of the school year in which the student completes all requirements for a diploma, regardless of the number of years the student is enrolled in high school. For ranking purposes, a school year begins on the first day of school and ends on the last day of the regular school year. Early graduation is not encouraged by SISD. A student graduating early (prior to four years) will require written approval from the Assistant Superintendent of High Schools.

3. CLASS RANK CALCULATION

Class rank calculation shall be determined as follows:

- Class rank for senior students shall be calculated by averaging semester grades earned in grades 9-12. Class rank shall be calculated at the end of the final grading period.
- Class ranking shall be determined by accumulated grade points divided by the number of courses for which final grades were given. Class ranking and grade point averages shall include all coursework in grades 9-12.
- Grades for high school courses taken at a junior high or middle school campus that count for high school credit shall be included in the grade point average (GPA) and shall count toward class rank.
- The first failing grade in a class is a part of the numeric grade on a student's transcript, GPA, and class rank. If a course is retaken and passed, the numeric grade and credit are entered in the student's transcript. Both the failing grade and the passing grade shall be recorded on the transcript, included in the GPA, and used in determining class rank.

For more information about weighted courses please see Policy EIC (LOCAL).

4. COURSES NOT INCLUDED

Grades earned as pass/fail and credit for courses not recognized by TEA shall not be included in the calculation.

See Policy EIC (LOCAL) for more information.

Q. TRANSFER CREDIT

Grades transferred from other public and accredited private schools shall be counted for class honors, subject to residency requirements for valedictorian and salutarian. Grades transferred as numerical averages shall be accepted at face value. Grades transferred merely as passing or failing shall be accepted for credit or no credit as indicated on the transcript, but shall not be used in determining class rank. Grades transferred from other schools that cannot be classified shall be excluded from the student's GPA. (EIC Local)

R. EMERGENT BILINGUAL STUDENTS

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

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

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

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

S. CAREER AND TECHNICAL EDUCATION (CTE) AND OTHER WORK-BASED PROGRAMS

The district offers career and technical education courses in all 16 federally recognized career clusters. Admission to these programs is based on criteria that does not discriminate.

For a complete list of career and technical education and other work-based programs, please visit www.sisd.net/cte.

The District offers the following programs:

- **Advanced Academies:**

Students apply to the SISD Advanced Academies and select their high school endorsement while in 8th grade. Students apply for Advanced Academy programs, Early College High Schools, and Pathways in Technology Early College High Schools (P-TECHs) through an open electronic lottery system. Students may not be screened for any of these programs. Once a student has been awarded a slot within one of the programs, they will be required to submit an electronic transfer form to the school if the program is at a school outside of the student's feeder pattern school. Limited transportation is provided for students who choose to attend an advanced academy outside of their home high school. Students become a student of the school where they attend their academy. Transfer rules apply and a student who does not comply with transfer rules may be returned to their home high school to complete their instructional program.

- **CTE Programs:**

Students choose their high school program prior to them leaving the eighth grade. Not all programs are offered at all high schools. Students can choose a program of study that does not exist at their campus and request a transfer. There must be available space at the campus as well as available space within the program for a transfer to be approved. Transfer rules will apply to these requests. Information about program availability can be reviewed from administrative regulation FDB (Local). Parents are responsible for transportation for these transfers.

- **District CTE Programs:**

Students attend during their junior and senior year of high school. They are bussed to and from their program and remain a student at their home high school. A lottery will occur for sophomore students wishing to participate in these programs during their junior and senior year. Interested students are to meet with their high school counselor. Work based learning programs are embedded within the normal CTE endorsement pathways through practicum and career preparation. Each comprehensive campus has devoted instructors who support Work based Learning. Students who are completing their CTE program or who would like to work can enroll in a WBL course. Outs are provided through these courses to support work where warranted. Students must be in good standing and scheduled to graduate on time.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973 as amended.

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

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

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator. [See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

T. COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID

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

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

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University of through a holistic review process. Additional applicants will be considered by the University through a holistic review process.

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

- Automatic college admission
- Curriculum requirements for financial aid

- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program , which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessment and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program.

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

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

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

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

U. COLLEGE CREDIT COURSES

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school;
- Enrollment in courses taught in conjunction and in partnership with Socorro ISD partnership institutions of higher education, which may be offered on or off campus; and
- Enrollment in courses taught at other colleges or universities.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See high school counselor for more information.

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

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

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

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

V. ADVANCED COURSES

The following are identified as advanced/honor classes as referred to in the Texas Education Code section 33.081 and have been approved by the Board of Trustees and thus are exempt from the University Interscholastic League's no pass no play rule concerning extracurricular activities:

- Any College Board Advanced Placement (AP) Course
- Any College Board International Baccalaureate (IB) Course
- High School/College concurrent enrollment and dual credit classes (that are included in Part One of the "Community College General Academic Course Guide Manual") in the subject areas of:
 - English Language Arts
 - Mathematics
 - Science
 - Social Studies
 - Economics
 - Language other than English as eligible for exemption
- Honors Courses for high school credit in the subject areas of:
 - English Language Arts
 - Mathematics
 - Science
 - Social Studies
 - Economics
 - Language other than English as eligible for exemption
 - Pre-International Baccalaureate (IB) Course for high school credit English Language Arts
 - Mathematics
 - Science
 - Social Studies
 - Economics
 - Language other than English as eligible for exemption
 - Specific PLTW Courses

Only high school students will be considered for eligibility exemptions from no pass no play. Middle school students must pass all of their courses in order to participate in an extracurricular activity.

Students shall make a minimum grade of 60 in the above mentioned classes.

III. PARENTAL RIGHTS/OTHER IMPORTANT INFORMATION FOR PARENTS AND STUDENTS

A. Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a government entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction

specified throughout this handbook, parents may access additional information regarding the parental rights at the district's website at [Parents and Students: sisd.net/page/district-parents-students](https://www.sisd.net/page/district-parents-students).

The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school.

B. Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

C. Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns to the principal's office or at www.sisd.net.
- Know emergency evacuation routes and signals.
- Immediately follow the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Supervision of Students:

A student may be released by SISK school staff to the parent, legal guardian, or other person with lawful control, or to an appropriately designated adult, only with prior approval of the principal or designee. Before permitting the student to leave campus, the teacher or other staff member supervising the student shall confirm that approval has been granted.

All student activities sponsored by SISK schools and carried on at the campus or other SISK facilities are considered part of the educational program, and as such, shall be supervised by teachers. The appropriate school personnel shall also supervise school activities occurring away from SISK facilities.

D. Remote Instruction (If or when offered)

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Parental Disruption During Remote Instruction

Socorro ISD shall comply with state required instructional minutes during remote learning. Disruptions to the virtual class setting by a parent shall be documented and addressed with the parent by the teacher and/or school administration via telephone conference or at a scheduled appointment. Concerns shall not be addressed during the virtual class setting. Parents are encouraged to schedule an appointment with the teacher to address concerns during the teacher's conference period. Continued disruption of the virtual class setting by a parent may result in a [Trespass Warning](#). Parent complaints/grievances shall be addressed in accordance to policy FNG(LOCAL).

E. Consent to Conduct a Psychological or Psychiatric Evaluation

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

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

Consent to Provide a Mental Health Care Service

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

School counselors will contact parents with referral sources for students with early warning signs of mental illness. For students who make suicide or non-suicidal self injury outcries, school counselors will follow the district protocol which includes contacting a parent or legal guardian for an immediate meeting and providing resources for the parent or legal guardian.

The district has also established procedures for staff to notify the Department of School Counseling regarding a student who may need intervention.

The Department of School Counseling can be reached at: Schoolcounseling@sisd.net or 915-937-0320.

The Department of School Counseling can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus. [See **Mental Health Support**]

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

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

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

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

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

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

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

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

- School safety,
- Classroom instruction or a cocurricular or extracurricular activity,
- Media coverage of the school, or
- Promotion of student safety as provided by law for a student receiving special education services in certain settings. In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

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

I. Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 60 percent on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The parent or guardian may opt the student out of automatic enrollment under this provision after meeting with a campus administrator.

J. Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to students are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity. These employees will have written permission from their campus principal.

The employee is required to include other campus and or district adult personnel, on any electronic communication with students outside of the normal day, but still within the scope of professional responsibilities, to include emails, text messages, or any other electronic communication.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

K. Participating in Third-Party Surveys

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

The Protection of Pupil Rights Amendment (PPRA) mandates that 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;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

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

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

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

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

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law.

[See policies EF and FFAA for more information.]

A parent may inspect:

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

L. Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags.**]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day. [See policy EC for more information.]

M. Prayer (All Grade Levels)

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

N. Consent to Human Sexuality

Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

The Socorro Independent School District offers grade level appropriate instruction and activities in human sexuality based on the Texas Essential Knowledge & Skills for Health Education in the grade levels and courses required by the Texas Education Agency as approved by the district School Health Advisory Council (SHAC).

In accordance with state law, a parent may:

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

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

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

Consent Before Human Sexuality Instruction

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

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

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

Annual Notification

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

For further information, see the district's abuse prevention instruction website at www.sisd.net

In accordance with state law, a parent may:

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

[See **Consent to Human Sexuality Instruction; Dating Violence and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels).**]

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

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

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

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

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity. [See policy EHBK(LEGAL) for more information.]

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

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

State law, however, requires that all students participate in one minute of silence following recitation of the pledges. [See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

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

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

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

O. Right of Access to Student Records, Instructional Materials, and District Records/Policies**Parent Review of Instructional Materials and Plan**

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely. The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends.

However, tests that have not yet been administered will not be made available for parent examination. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review. A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

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

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus in writing, via email, to the teacher or campus administrator.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see Library (All

Grade Levels).]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level or rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

A non-custodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. The district shall comply with any applicable court order of which the district has knowledge. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

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

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

Student Records: Accessing Student Records

A parent may review his or her child's records, including:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- Records relating to school library materials the child obtains from a school library [See **Library (All Grade Levels)** for more information.]
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records:

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

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as

discussed here and at **Objecting to the Release of Directory Information**, are the right to:

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

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

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

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

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

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

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

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

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

When school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

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

School officials may include:

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

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

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

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

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

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

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

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

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

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

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

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or at www.sisd.net.

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

P. Teacher and Staff Professional Qualifications

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

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

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

Q. A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in Virtual or hybrid courses offered by the district or another district or school Graduation requirements.

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

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

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

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

R. Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

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

Transportation is not provided for a transfer to another campus. See the principal for more information. [See **Bullying**, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

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

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

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

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

Special Education Referrals

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

Safeguards. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services or for questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee is Melissa Olivarez, Director of Special Education at (915) 937-1856.

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Melissa Olivarez, Director of Special Education at (915) 937-1856.

[See **A Student with Physical or Mental Impairments Protected under Section 504.**] Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)
- [TEA Special Education Parent and Family Resources](#)
(<https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources>)

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

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

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents. The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **Emergent Bilingual Students and Special Programs**.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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

S. SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact (915) 937-0000 and ask to speak to the appropriate coordinator.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

T. STUDENT OR PARENT COMPLAINTS AND CONCERNS

The administration of Socorro ISD places parent and student concerns as a high priority. The concern resolution process begins at the campus level with the teacher, or appropriate campus staff member involved, and the administrator of the school. The goal is to find a satisfactory resolution at the campus level with the principal and/or assistant principal.

If a satisfactory resolution at the campus level is not achieved, then the concern may be taken to the district level and addressed to the Director of Administrative Services. Before proceeding to the district level, the student/parent/guardian should meet with the principal, complete a parent concern form and have it signed by the school principal. Parent concern forms are available on the www.sisd.net web site or upon request at any campus. For expedient resolution or for more information regarding the process, call (915) 937-1619.

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A.

This policy describing the grievance process in detail is available in the district's online policy manual at [Policies | Socorro Independent School District and is attached to this handbook as an appendix](#). A parent may file a grievance by submitting the district grievance form to the Director of Administrative Services. The district's grievance forms are available on the district's website at <https://www.sisd.net/page/grievances> or by calling the Department of Administrative Services at (915) 937-1619. A parent may also submit a grievance electronically by filling out the grievance form electronically at <https://www.sisd.net/page/grievances> and submitting it to the Director of Administrative Services. The Director of Administrative Services will meet with the Grievant to answer questions if necessary and receive the forms.

- In general, the written grievance form(s) should be completed and submitted in a timely manner to the Director of Administrative Services.
- If the concern is not resolved, a parent or student may appeal, following FNG (local) policy, to the superintendent or superintendent's designee
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees, as per FNG (local) policy.

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG (local).

U. BULLYING (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

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

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool. Bullying is prohibited by the district and could include:

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

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintain social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

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

A student may anonymously report an alleged incident of bullying at <https://www.anonymoualerts.com/socorroisd/>.

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

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

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities. Any retaliation against a student who reports an incident of bullying is prohibited.

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

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

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

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

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

V. COMMUNICATIONS AND OTHER ELECTRONIC DEVICES

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

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

[See **Electronic Devices and Technology Resources** and policy FNF(LEGAL) for more information.]

W. ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

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

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Testing and Standardized Testing.]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological Evaluation.]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact Alice Ramos, Chief Technology Officer, 12440 Rojas Drive, El Paso, TX 79928 (915) 937-0089 amramos@sisd.net.

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

The District shall permit students to possess personal electronic devices on school property during the school day; however, personal electronic devices on school property must remain turned off and out of sight (that is, in the student's locker or backpack) during the instructional day. The campus instructor or administrator may grant permission to use such devices for instructional purposes in designated areas only.

Students may be permitted to possess and use personal electronic devices while attending on or off school property, school-sponsored or school-related activities that are not instructional in nature and such use is necessary to comply with a health or safety requirement imposed by law or as part of the District or campus safety protocol.

Campus administrators shall have the authority to determine the appropriate use of personal communication devices by students attending school-sponsored or school-related activities off school property, provided that such determinations have been clearly communicated to students prior to enforcement.

For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct and policy FNCE (LOCAL).

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

Student's are permitted to use personal communication devices on school property during the school day only under the following circumstances:

1. The student's use is necessary for implementation of the student's individualized education program, a 504 plan, or similar program or plan.
2. The student's use is required due to a documented need based on a directive from a qualified physician; or
3. The student's use is necessary to comply with a health or safety requirement imposed by law or as part of the District or campus safety protocols.
 - a. Under this health and safety exception, SISD allows the use of personal cell phones or other communication devices at school as follows:
 - By high school students during lunchtime and
 - By all students in the case of a school emergency

If a student uses a personal communications device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.. communication

Violation Consequences:

1. 1st Offense – Technology Violation: Device is confiscated and will be returned to the student at the end of the day.
2. 2nd Offense – Insubordination: Device is held until parent/guardian picks up.
3. 3rd Offense – Insubordination: Final conduct review notice. Parent/Guardian will be required to pick up.
4. 4th Offense – Insubordination: A conference will be held and the device will be banned. Student will be assigned to In-School-Suspension (ISS/SAC) and parent/guardian will be required to pick up device.

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

The district is not responsible for damaged, lost, or stolen communications devices.

Instructional Use of Personal Communication Electronic Devices

Students must obtain prior approval to use personal communication electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. See **[Possession and Use of Personal Communication Devices.]** Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

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

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

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

X. TEXTBOOK, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)**.

Library Services (All Grade Levels)

Library availability for each campus can be found on the respective campus library websites.

The district provides a diverse range of library materials that support student achievement and reflect varying levels of difficulty, interests, and perspectives. All materials are selected in alignment with the Texas State Library and Archives Commission's standards for school library collections.

Parental Access and Involvement

Parents are the primary decision-makers regarding their child's access to library materials. The district encourages parent participation in library acquisitions, collection maintenance, and campus library activities.

General access to the district's Online Public Access Catalog (OPAC) is available at: <https://yousemore.com/sisd/>

Guardian Portal Access and Notifications (New for 2025–2026)

Beginning in the 2025–2026 school year, parents will have access to the LS2 Guardian Portal. This tool allows parents to restrict specific titles from being accessed or checked out by their child.

By default, library notifications are sent to the student's SISD email. Starting September 1, 2025, parents will have the option to request to receive email notifications at the primary parent's email address. These notifications, sent automatically from the library management system, will include the title, author, due date, and barcode number of each checked-out item.

Instructions for accessing the Guardian Portal, how to sign up for notifications, and other important library updates will be posted at: <https://www.sisd.net/page/library-services>

Feedback and Challenges

SISD welcomes feedback from students and parents. Questions or comments about campus libraries should be directed to the campus librarian.

To formally challenge a library material, a district employee, parent, or resident may contact the campus librarian or administrator, or submit a "Reconsideration of Library Material Request Form" available at: <https://www.sisd.net/page/library-services>.

For more information, see EFB(LOCAL).

Student Access: The school library is an important part of each student's learning experience. SISD ensures students are given opportunities to use the library and its resources on campus and at home, for pleasure, interest, and research. Hours of operation vary among campuses; you can find these schedules on each campus library website. Students can also access many electronic library resources such as LS2, the library online catalog, and MackinVIA, the digital library portal, on the campus home page. Additionally resources are also integrated with Schoology and through Clever. Contact the campus librarian for usernames and passwords needed to access subscription resources from home.

Borrowing Materials: Students accounts are safely and efficiently accessed through student ID numbers for library checkouts. While the length of time students may keep items can vary, two to three weeks is common for most books. Generally, students may renew items during the initial loan period for an additional two weeks. Some high demand items may have shorter circulation periods and renewals on these items may be limited. Students borrow from the library with the understanding that they are responsible for any materials borrowed.

Fines: If applicable, students, parents or guardians will receive overdue/fine notices via email. Students may be charged the replacement cost for lost books and assessed fines for damaged books. There is no fine charge for overdue books for elementary students. Refunds can be made for lost books returned prior to the close of the current fiscal school year; fines for damaged items are not reimbursed.

Collection Policy: Book purchases are made in accordance with Socorro ISD Board Policy EF Local and additional guidance from Administrative Regulations EF Regulation. Library collections are developed to enrich and support the educational program of the school, meet the diverse needs and interests of our students, inspire reading for fun, and develop lifelong reading and learning habits. Librarians work with administrators, faculty, students, and patrons of each school when considering their acquisitions.

Student Device Care and Access: Students are encouraged to responsibly use their district provided devices for educational purposes throughout the school year. Library staff will issue, verify, and collect devices to students throughout the school year, as needed. For Elementary through Middle School, students can request repair and troubleshooting assistance from library staff during identified times based on staff availability. Fees/fines related to device repair or use will be handled only by the campus secretary or business agent and will follow the requirements outlined in the Mobile Device User Agreement provided during registration.

Y. 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 will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to

the juvenile court for any felony offense or for certain misdemeanors.

- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender. [See policy GRAA(LEGAL) for more information.]

IV. GENERAL INFORMATION

a. PREPAREDNESS DRILLS: EVACUATION, SEVERE WEATHER, AND OTHER EMERGENCIES

Periodically, the school will conduct preparedness drills to test the District's emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

b. EMERGENCY OPERATIONS PLAN:

The Socorro Independent School District has a Multi-Hazard Emergency Operations Plan in place for all schools. Our schools practice emergency drills on a regular basis according to the requirements established by the Texas School Safety Center. The Standard Response Protocol includes: Secure, Hold, Lockdown, Evacuation, and Shelter (Severe weather or Hazardous materials incident). Please work with your children and instruct them to take these drills seriously and to remain calm at all times and follow the teacher's instructions.

Parent Contact Information:

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

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

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

A parent may update contact information through the Skyward SIS Parent Portal or by contacting the school registrar.

Automated Emergency Communication:

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

In the case of a real emergency, parents are asked to refrain from calling the campuses or coming to the campus. The school district will utilize the SISD web site, social media, and the telephone call out system to communicate information. Also, you will be notified through the SISD website and social media about student pick-up from a reunification site, [please refer to the school's reunification site if need additional information contact the school administrator responsible for the campus Emergency Operation Plan (EOP)]. In addition, the school officials along with SISD Police Services will provide information through the Districts Public Information Officer. Having parents report to a campus when not necessary will keep school personnel from focusing their attention on the students.

Automated Nonemergency Communication:

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

Standard messaging rates of your wireless phone carrier may apply.

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

c. PREPAREDNESS TRAINING: CPR AND STOP THE BLEED

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Stop the Bleed Texas](#).

d. INCLEMENT WEATHER

Please tune in to your local TV or radio station and login to www.sisd.net for information regarding possible closing of schools, or a delayed start time, due to inclement weather.

If school is already in session, schools may be cancelled due to incoming inclement weather. After school officials make this determination, the media will make announcements. Transportation will be available for students who qualify. Parents are asked to make alternate plans with their children for an unexpected early release. These plans should include going to a neighbors' or relative's home. If there is no alternative available, children should stay on campus in an area designated by the administration where they will be safe.

DELAYED SCHOOL START – The district may under certain situations consider delaying the start of school 2 hours from the normal starting time for students.

- Morning Pre-Kindergarten classes will be cancelled.
- All employees report at regular time when conditions are safe.
- Elementary and middle schools will start instruction at 9:45 AM.
- High schools will start instruction at 10:15 AM.
- Cafeterias will open at 8:00 AM (if possible), and breakfast service will begin at 8:45 AM. Schools will follow the normal lunch schedule, although principals do have the flexibility to change the serving time if necessary.
- Transportation will be provided according to the two (2) hour delay from regular pick-up times.

SCHOOL CLOSURE – The district may suspend classes when severe weather conditions develop and are anticipated to remain throughout the day. In most cases, recommendations will be made by 4:00 AM with decisions to close schools announced by 5:00 AM. Please tune into your local radio or television stations or check on the SISD Web site and social media (i.e. twitter, facebook)

- The following essential employees must report when conditions are safe:
 - Custodial staff
 - Maintenance staff
 - Transportation (excluding drivers and monitors)
 - Principals or their designees

- District Service Center – Receptionist @ phone

- Essential employees are required to report for regular duty on all days other than district shutdown. Personnel will work until their regular ending time unless an announcement comes from the District Service Center.
- The cancellation of any and/or all extracurricular activities will be evaluated on an individual basis in conjunction with other affected school districts.

DISTRICT SHUTDOWN – In severe weather conditions, the District may decide to close all schools and District offices.

- Cabinet members and certain essential District personnel (principals and head custodians) are to report to the job site as soon as safely possible. Campus administrators are responsible for making sure their buildings are checked as soon as possible.
- The cancellation of any and/or all extracurricular activities will be evaluated on an individual basis in conjunction with other affected school districts.

EARLY RELEASE – In the event of a weather emergency, District Service Center personnel will use available data to decide if students should be dismissed early. In some instances, adverse weather conditions may be sufficient cause to hold students and busses at schools until weather conditions permit safe travel for students and staff.

- Campus administrators will contact supervisors for release authorization.
- Updates will be reported in a timely manner on the District's website and will be communicated through the media. Parents will also be contacted with information on picking up their students.
- Teachers and paraprofessionals will be dismissed after all students have left the schools.
- School administrators and office personnel may leave after all buses have completed their scheduled routes. (Transportation will notify campuses when routes are completed).
- All other personnel will be notified when they may leave.

e. EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

Parental Consent

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs with your child's club sponsor at your child's campus.

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

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

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov. [See [UIL Texas](#) for additional information on all UIL-governed activities.]

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who received special education services and failed to meet their individualized education program (IEP) requirements as determined by the ARD committee may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

f. SCHOOL-SPONSORED FIELD TRIPS

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a fieldtrip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

g. STUDENT TRAVEL

The opportunity for students to travel and compete or perform as representatives of our school district and community is a privilege strongly supported by SISD. Our expectation is that students and staff will behave responsibly and represent the district in a positive manner at all times.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the student travel.

h. SAFETY TRANSFERS/ASSIGNMENTS

A parent may:

- Request the transfer of his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.
- Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another classroom or campus.

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

Bullying policies FDB and FFI.]

- Request the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE.]

- Request the transfer of his or her child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

SISD has no schools identified by the Texas Education Agency (TEA) as persistently dangerous campuses.

i. DRESS AND GROOMING (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the standards identified in the Student Code of Conduct. Placement outside of the student's home campus may result in different dress code guidelines.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

j. TRANSFERS

INTRA-DISTRICT TRANSFERS

Intra-district transfers must be approved by the principal of the receiving and sending campus along with the approval of the Coordinator of Administrative Services or Administrative Services Officer. Approval will be based on the qualifying reason for the transfer and on the availability of the space in the receiving campus. The District will not provide transportation. Transfers may be revoked in accordance with Administrative Regulation FDB.

A student with an approved Intra-District Transfer to another school attendance boundary will be ineligible for varsity competition in a UIL sport for one year after the date of enrollment into the receiving school in accordance with Administrative Regulation FDB.

A student with an approved Intra-District Transfer to an approved Advanced Academy/Magnet Program will be eligible for varsity competition in a UIL sport upon enrollment in accordance with Administrative Regulation FDB.

Transfer students must meet all University Interscholastic League (UIL) guidelines to participate in UIL competition at the varsity level.

INTER-DISTRICT TRANSFERS

Socorro ISD offers Open Enrollment. Inter-district transfers must be approved by the principal of the receiving campus along with the approval of the Coordinator of Administrative Services or Administrative Services Officer. Approval will be based on the qualifying reason for the transfer and on the availability of the space in the receiving campus. The District will not provide transportation. Transfers may be revoked in accordance with Administrative Regulation FDA.

Transfer students must meet all University Interscholastic League (UIL) guidelines to participate in UIL competition at the varsity level.

A STUDENT WHO RECEIVES SPECIAL EDUCATION SERVICES WITH OTHER SCHOOL-AGED CHILDREN IN THE HOME

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB (LEGAL).]

k. EXTRA-CURRICULAR ELIGIBILITY

Students in all extra-curricular activities must comply with the no pass-no play guidelines, even if they are not governed by UIL. These activities include, but are not limited to, NJROTC, cheerleading, and CTE competition.

l. HEALTH-PHYSICAL AND MENTAL

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related services.

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse. If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at Affidavit Request for Exemption from Immunization or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis**.

[See the DSHS's [Texas School & Child Care Facility Immunization Requirements](https://www.dshs.state.tx.us/immunize/school/default.shtm) (<https://www.dshs.state.tx.us/immunize/school/default.shtm>) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and from the Centers of Disease Control and Prevention's website [Head Lice: information for Parents](https://www.cdc.gov/parasites/lice/head/parents.html) (<https://www.cdc.gov/parasites/lice/head/parents.html>). [See policy FFAA for more information.]

MEDICINE AT SCHOOL

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

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

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

Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine delivery systems to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine delivery system” is an epinephrine delivery system, including an auto-injector or nasal spray, prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

Authorized and trained individuals may administer an unassigned epinephrine delivery system to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine delivery system is available. For additional information, see FFAC (LOCAL).

The district will ensure that each campus has a sufficient number of school personnel that are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus that serves grades 6-12 to administer opioid antagonist, such as Narcan or Nalaxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** for board-adopted policies and administrative procedures that promote student health.

EMERGENCY MEDICAL TREATMENT AND INFORMATION

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met::

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Bacterial Meningitis (All Grade Levels)

Please see the district's website at *[provide URL for web posting of information regarding meningitis]* for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.
[See **Immunization**]

Diabetes

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

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at [www.sisd.net](#). [See **Celebrations** and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must the [Seizure Management and Treatment Plan Form \(texas.gov\)](#) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency. [See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see **Medicine at School (All Grade Levels)**] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

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

m. HEALTH-RELATED RESOURCES, POLICIES, AND PROCEDURES

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The district Nurse Manager at [www.sisd.net](#). (Yuliana Tarango, ytaran03@sisd.net)
- The district Interim Director of Guidance and Counseling at [www.sisd.net](#). (Monica Dominguez, mluna15@sisd.net)

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at [www.sisd.net](#).

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact Yuliana Tarango, Nurse Manager at ytaran03@sisd.net for further information regarding these procedures and access to the District Improvement Plan.

n. WITHDRAWING FROM SCHOOL

In the event a minor student must withdraw from school, the parent or guardian is strongly encouraged to personally come to the school and follow district procedure for withdrawing students. Minor students may withdraw from school by presenting a notarized letter signed by the student's parent or guardian and stating the reason for the withdrawal. Principal or designee may waive this requirement in the event extenuating circumstances exist. A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature. [FD (LOCAL)]

[For district withdrawal of student no longer in attendance, see FEA (LOCAL)]

The district may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the school to locate the student have been unsuccessful. [For district withdrawal of student 19 or older, see FEA (LEGAL)]

o. COUNSELING

The district has a comprehensive school counseling program that addresses the four components: Define, Manage, Deliver and Assess following the ASCA National Model and the Texas Model for Comprehensive School Counseling Programs. Per SB179, school counselors shall spend 80% of their time in direct and indirect services with and for students.

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

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

ACADEMIC COUNSELING

Elementary and Middle School Grade Levels:

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

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

High School Grade Levels:

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

PERSONAL COUNSELING

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

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

[See **Mental Health Support**, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence**.]

p. SCHOOL DISTRICT AUTHORITY

District Property

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Vehicles on Campus (Secondary Grade Levels Only)

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

Searches and Investigations

Searches in General

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see Law Enforcement Agencies (All Grade Levels).]

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicion less security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's personal, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

Metal Detectors

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Trained Dogs

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

q. Food and Nutrition Services

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the student's eligibility for free and reduced-price meals. See Child Nutrition Services at <https://www.sisd.net/page/child-nutrition-services> to apply for free or reduced-price meal services. Students who attend a Community Eligibility Provision Program campus receive free meals for breakfast and lunch and do not require a meal application. Eligible campuses identified are:

Workbook last saved: Just now			
Elementary Schools		Middle and PreK-8 Schools	High Schools
Robert Rojas ES	Sierra Vista ES	Socorro MS	Options HS
H.D. Hitley ES	Helen Ball ES	Salvador Sanchez MS	
O'Shea Keleher ES	Elfida Chavez ES	Capt. Walker E. Clarke MS	
Campestre ES	Loma Verde ES	Montwood MS	
Horizon Heights ES	Paso Del Norte Fine Arts Academy	SPC. Raphael Hernando III MS	
Vista Del Sol ES	Sgt. Roberto Ituarte ES	Hurshel Antwine MS	
Hueco ES	Chester Jordan ES	Jane Hambric School	
Myrtle Cooper ES	Mission Ridge ES	Ernesto Serna School	
Escontrias STEAM Academy	Purple Heart ES	Desert Wind School	
Benito Martinez ES		Bill Sybert School	

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers. To view School Menus online, check nutritional information or set up Allergen alerts get the Mealviewer app or go to <https://schools.mealviewer.com>.

Parents are strongly encouraged to continually monitor their child's meal account balance. Parents may make a payment at their campus or at the Child Nutrition main office (12100 Eastlake, 79928, Mon-Fri, 7am to 4pm) with cash, check or money order. Parents who choose to pay with a credit card may sign up for online payments. Parents can check balances anytime and set up low balance alerts with the myschoolbucks app. or go to <https://www.myschoolbucks.com> When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. [See policy CO for more information.] The district will make every effort to collect any outstanding balance. Any negative balance on a student lunch account should be paid in full by the end of the school year. Refunds for student lunch accounts must be requested within 6 months from student withdrawal from the district. Positive balances on a student account may be transferred to a sibling upon student withdrawal.

The district follows the federal and state guidelines of The Healthy, Hunger-Free Kids Act and Competitive Food and Nutrition Standards. The Competitive Food and Nutrition Standards requires that all foods and beverages sold to students outside of the National School Lunch Program and School Breakfast Program meals on the school campus during the school day meet Nutrition Standards that promote a healthy school environment which apply to all foods sold, such as:

- ☐ A la carte cafeteria sales
- School stores
- Snack bars
- Vending machines
- Fundraisers

Every school that participates in the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP) is required to establish a local school wellness policy. The Healthy, Hunger-Free Kids Act of 2010 (HHFKA) further strengthened this requirement in order to promote student health, prevent childhood obesity and provide transparency to the public on school wellness policy content and implementation.

Per the HHFKA, local wellness policies (LWPs) are to include, at a minimum, the following:

- Goals for nutrition promotion and education, physical activity and other school-based activities that promote student wellness
- Nutrition guidelines for all foods available on each school campus during the school day. For information on Socorro ISD Wellness policy visit <https://www.sisd.net/page/child-nutrition-services>.

If you would like to help make decision on Socorro ISD Wellness policy become part of the School Health Advisory Committee (SHAC). For more information visit <http://www.sisd.net/Page/21043>

For additional information please contact Child Nutrition Services at 937-0450. For National School Lunch School and Breakfast Program information visit: www.squaremeals.org.

The following information is published as required by the USDA for participation in the National School Lunch Program: "In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotype, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632- 9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by mail:

U.S. Department of Agriculture Office of the
Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax: (833) 256-1665 or (202) 690-7442; or email: Program.Intake@usda.gov

This institution is an equal opportunity provider.

The responsible state agency that administers the program is the Texas Department of Agriculture (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See Nondiscrimination Statement for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination. [See policy COB for more information].

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact: Shelley Chenausky, Director of Child Nutrition Services, schena01@sisd.net, (915) 937-0450

r. VENDING MACHINES

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see Child Nutrition Services at (915) 937-0450. [See policy FFA for more information.]

s. CELEBRATIONS

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

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

t. SCHOOL HEALTH ADVISORY COUNCIL (SHAC)

During the preceding school year, the district's School Health Advisory Council held six meetings. Additional information regarding the district's School Health Advisory Council is available at www.sisd.net/shac.

Notification of upcoming SHAC meetings will be posted on the SHAC website and at the District Service Center at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.sisd.net/shac. [See and policies BDF and EHAA for more information.]

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as child nutrition services, school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness.

[See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA for more information.]

u. PHYSICAL ACTIVITY REQUIREMENTS

Elementary School

The district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA. For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters], in accordance with policies at EHAB, EHAC, EHBG, and FFA. For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

v. PHYSICAL HEALTH SCREENINGS/EXAMINATIONS

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent. This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination. See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

w. CHILD SEXUAL ABUSE, NEGLECT, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse, neglect, trafficking, and other maltreatment of children. The plan is available at www.sisd.net, Department of School Counseling. Abuse includes physical abuse, including sexual abuse, mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical Abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over aggression
- Significant changes to weight, such as substantial weight gain or weight loss.

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;

- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

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

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. DFPS also manages early intervention counseling programs.

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

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

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

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

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

x. DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

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

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

Dating Violence

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

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

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

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

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help. For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](#) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](#)

(<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>). [See Consent to Instruction on

Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.]

Discrimination

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

Harassment

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

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

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;

- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Sex-Based Harassment

Sexual harassment and sex-based harassment of a student by an employee, volunteer, or another student are prohibited. Examples of sexual harassment may include, but are not limited to:

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

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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition. Please contact Josie Keffer @ 915-937-1889 for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

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

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

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

Investigation of Report

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

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law. If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

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

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

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

Discrimination

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

y. HAZING

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

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

z. HOMELESS AND STUDENTS IN FOSTER CARE

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

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

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

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

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

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

Foster Care: In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

For more information on services for homeless and students in foster care, contact the district's Liaison for Homeless Children and Youths, Elizabeth Bustamante, ebusta03@sisd.net, Title I Specialist, State and Federal Programs, at (915) 937-1616 or Marie Sanchez, lsanch15@sisd.net, HANDS Counselor, State and Federal Programs, at (915) 937-0366.

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

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as a substitute care).

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

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district. The district will award partial course credit when the student only passes one half of a two-half course.

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

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

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

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

For more information on services for homeless and students in foster care, contact the district's Liaison for Homeless Children and Youths, Elizabeth Bustamante, ebusta03@sisd.net, Title I Specialist, State and Federal Programs, at (915) 937-1616 or Marie Sanchez, lsanch15@sisd.net, HANDS Counselor, State and Federal Programs, at (915) 937-0366.

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

aa. TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-sponsored Field Trips**]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus:

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. Please contact the Department of Transportation at (915) 937-0600 for additional information.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the Department of Transportation at (915) 937-0600.

The Socorro ISD Transportation Department provides curb-to-curb service for special education students eligible to receive transportation. It is the parent/caregiver's responsibility to meet the bus at the curb to transfer custody of the student.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.

- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle. [See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

bb. GANG FREE ZONES

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

cc. VANDALISM

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

dd. VIDEO CAMERAS

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal, who the district has designated to coordinate the implementation of and compliance with this law.
[See EHBAF(LOCAL).]

ee. VOLUNTEERS

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact Rachel Tarango, Volunteer Coordinator at (915) 937-1618 for more information or submit your online volunteer application at www.sisd.net. The district requires state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district to volunteer for field trips.

Subject to exceptions in accordance with state law and district procedures, all volunteers will be subject to a state criminal history background check at no cost.

ff. VOTER REGISTRATION

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

gg. VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the main entrance unless otherwise directed by the school principal.
- Report to the main office.
- Comply with all applicable district policies and procedures.
- When arriving on campus, all parents and other visitors should be prepared to show an approved photo identification.
- Exit the school at the main entrance and leave all exterior doors closed, latched, and locked unless activity monitored by a district employee.

If requested by a district employee, a visitor must provide an approved photo identification such as a State driver's license, other picture identification issued by a government entity, or employee or student identification issued by the District. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be asked to leave the district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

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

Unauthorized Persons

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

Visitors Participating in Special Programs for Students Business, Civic, and Youth Groups

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

Career Day

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

hh. QUESTIONS MOST FREQUENTLY ASKED BY STUDENTS AND PARENTS

1. What is the Student Code of Conduct? Why do we have this discipline system?

The *Student Code of Conduct* is designed to promote that every student can receive a quality education in an orderly, safe, and well-managed classroom setting. It is the primary job of the school district to teach students in an atmosphere, which is free from disruptions or inappropriate behaviors. In this atmosphere, the best learning will take place.

law requires that every school district in Texas develop a system of uniform behavioral rules and consequences. The law also requires that every student and parent receive a copy of the *Student Code of Conduct*.

2. Are there different levels of misbehavior and consequences?

Yes, while it is desirable that students work toward a goal of appropriate behavior in the school setting, there are different levels of inappropriate behavior or misbehavior. The consequences are different, according to how serious the behavior is.

Accordingly, the *Student Code of Conduct* is divided into four levels of misbehavior, with four corresponding levels of disciplinary consequences. If a

student breaks a behavior rule, which is Level I misbehavior, the consequences will come from Level I disciplinary consequences.

Levels II, III and IV are progressively more serious and/or persistent misbehaviors, which require more serious disciplinary consequences. The most serious misbehavior will result in removal to an alternative education program or expulsion. Expulsion is the most serious consequence for acts which require such measures. The *Student Code of Conduct* utilizes a philosophy known as “progressive discipline”.

3. What is “progressive discipline”?

Progressive discipline describes the fact that there are four different levels of student misbehavior, with four corresponding levels of appropriate disciplinary consequences. Simply explained, “the punishment fits the misbehavior”.

Progressive discipline also takes into consideration that a student may repeatedly perform misbehavior from a lower level, and may not respond positively to the disciplinary action appropriate for that lower level. For example, if a student repeatedly performs a Level II misbehavior and receives a Level II consequence repeatedly, but does not change his/her behavior, the repetitive Level II offense may automatically “progress” to become a Level III offense, requiring a more serious discipline consequence.

A student who repeatedly does not respond to the appropriate consequence for misbehavior “progresses” to the next level of discipline.

4. Why can two students receive different consequences for the same act of misbehavior?

It is correct that in a system of progressive discipline two students who have committed the same offense may receive different disciplinary consequences. The reason for this is that one student may be a first-time offender, having no previous record of misbehavior, while the other student may have a previous history of misbehavior.

Under the progressive discipline plan, repeated violations of the *Student Code of Conduct* at a lower level (level I, for example) may automatically progress to a consequence from a higher level (Level II, as an example).

Every student’s behavior record and behavior progress are unique and individual. Therefore, two students who may have actually committed the same offense together may receive a very different disciplinary consequence.

5. Who has the authority to decide which consequence is given to the student after an act of misbehavior?

The classroom teacher and school officials have the legal authority and responsibility to assign an appropriate consequence for a student’s misbehavior. School officials may confer with a parent before assigning a consequence, depending upon the severity of the behavior and consequence.

The staff of the school and the principal/campus behavior coordinator will utilize the guidelines set forth in the *Student Code of Conduct* to promote that an orderly educational atmosphere exists for all students.

6. What are the responsibilities of the students, the parents and the school staff?

Students, parents and the staff of your school all have the responsibility to work together in cooperation to promote that appropriate student behavior occurs.

The school staff has an obligation to all students to provide an educational atmosphere where every student can learn, unhindered by the inappropriate behavior of others. Moreover, the school staff has the responsibility to treat all students fairly and equitably, and to select appropriate disciplinary consequences for each individual student when an infraction occurs.

7. What is the discipline that was given to another student? Why may I not know?

Often parents become frustrated because they want to know what disciplinary action was given to a student other than their own child. School authorities, however, are not allowed, under law, to reveal any type of personal and confidential information in either academic or disciplinary areas to anyone other than the minor student’s parent or legal guardian.

While it may be frustrating for a school official to not be able to offer specifics on how another student was disciplined, parents can be assured that the other student’s parents will be informed of the misbehavior, and that an appropriate action will be taken.

The confidentiality provisions of the law are in place to protect the rights of every child as an individual.

8. Explain the confidentiality of students’ discipline records.

Student records are governed by a federal statute, the Family Educational Rights and Privacy Act (FERPA, also known as the Buckley Amendment) and a state statute, the Texas Public Information Act. FERPA and the Texas Public Information Act limit access to a student’s records by anyone other than the student himself and his parents. However, the U.S. Secretary of Education and the Texas Education Agency are granted an exception to review student records while conducting investigations of the school district.

9. How do I appeal a decision by the school that I don’t agree with?

Students and parents do have a right to disagree with a decision made by the school. It should be the goal of the student, the parent and the school staff to resolve the issue at the school level. If the disagreement is with a teacher, it is advisable to discuss the disagreement with the teacher first. If no resolution, the next step is the building administrator.

Complaints may be resolved informally. However, the district does have a formal student complaint procedure. This procedure is explained in the *Student Handbook* section pertaining to student rights and responsibilities.

10. What are my student’s rights in the discipline process?

A student and parent may disagree with decisions involving discipline. There are specific appeal procedures listed for assignment to DAEP and expulsions in the *Student Code of Conduct*. There are no formal appeal processes for other disciplinary actions like detention, on-campus suspension, or up to three-day suspension. School administrators have a duty to maintain a proper educational environment and are authorized to make determinations regarding consequences for discipline infractions. Disagreements should be brought informally to the school principal/campus behavior coordinator.

11. What is “due process of law”?

Simply put, it is a fairness standard that changes based on the severity of the loss of a constitutional property right. Depriving a student totally of educational services (expulsion) requires due process of law. The procedure, therefore, is very limited if the school district is placing a student in an alternative education program on a different school campus and is continuing to supply educational services. The formality of due process increases when a student is expelled from receiving educational services.

12. What is the “due process” standard for a student who has been recommended or expulsion?

A student being expelled from educational services is entitled to:

- A. Prior notice of charges and the proposed sanctions as to afford a reasonable opportunity for preparation;
- B. Right to a full and fair hearing before the board’s designee;
- C. Right to an adult representative or legal counsel;
- D. Opportunity to testify and to present evidence and witnesses in his or her defense;
- E. Opportunity to examine the evidence presented by the school administration and to question the administration’s witnesses;

13. Is there a separate set of rules for students who ride the school bus?

Yes, there is a separate set of behavioral rules for all students who ride an SISD school bus. The school bus is a unique setting, where misbehavior can lead to safety problems for the driver and other students.

14. Does SISD have a dress code for students?

Yes, SISD does have a student dress code, which was developed by a committee of students, parents, teachers and administrators representing all school ages and grade levels. The dress code is designed to assist students and parents in planning wardrobes, and the ultimate goal is to support the *Student Code of Conduct* in creating an orderly and safe atmosphere for learning. The dress code is included in the *Student Code of Conduct*.

15. What is the SISD attendance policy? How are absences excused?

Regular and punctual patterns of student attendance are essential for a student to receive maximum benefit from his/her education. Regular student attendance is a component in the overall behavior program, and supports the *Student Code of Conduct*. The attendance policy is included in the *Student Handbook*.

16. How long are discipline records kept by the school?

Discipline records are kept until the end of the current school year. The only records which are kept longer are for those students who have been expelled; those records are kept for three years.

17. What is criminal trespass?

To promote the safety and security of students and staff, all visitors must check in at the office of all campuses. The Texas Penal Code

§30.05 provides that a person commits criminal trespass if he/she enters or remains on property or in a building of another without effective consent and he/she had notice that entry was forbidden or received notice to depart but failed to do so. For the purpose of this statute, “enter” means the intrusion of the entire body and “notice” means (1) oral or written communication by the owner or someone with apparent authority to act for the owner, or (2) fencing or other enclosure obviously designed to exclude intruders, or (3) signs posted to be reasonably likely to come to the attention of the intruders indicating that entry is forbidden.

18. What is the procedure to receive a VOE (TEA) driver’s license form?

School enrollment and attendance are required as conditions of licensing a student to operate a motor vehicle. This requirement applies to persons under 18 years of age unless a high school diploma or its equivalent has been obtained. (TEC 25.092, absences, states that a student must be in attendance 90 percent of the days the class is offered.) For students in grades 9-12, absences may be aggregated on the basis of a semester. Please allow the school 24 hours to complete the form for the student.

19. What should a student do if he/she believes he/she is being sexually harassed?

The student should immediately notify appropriate school personnel, which would include a classroom teacher, a counselor or an administrator of any such behaviors.

20. What are Penal Code Title 5 felony offenses?

Penal Code Title 5 felony offenses include criminal homicide, kidnapping, aggravated kidnapping, false imprisonment, indecency with a child, sexual assault, aggravated sexual assault or injury to a child.

21. What does possession mean?

Possession means:

- A. To have contraband on one’s person, in one’s vehicle, or in the vehicle driven by a student to/on campus, or in one’s personal effects, such as a coat, purse, book bag; or
- B. To touch or handle contraband; or
- C. To have contraband under one’s control; or
- D. To have contraband in one’s locker; or
- E. To be in a vehicle either as a driver or passenger with the knowledge that contraband is contained in the vehicle.

22. How does the district define use?

Use occurs when a student voluntarily introduces a prohibited substance into one’s body by any means. Use can be verified if the introduction of the substance is observed or it is detectable by physical appearance, actions, breath or speech (Board Policy FNCF).

23. What are the interview procedures when a violation of the *Student Code of Conduct* is suspected?

In disciplinary situations, in addition to school discipline, there may be additional action taken by an applicable law enforcement agency. School disciplinary and law enforcement procedures are separate and distinct.

School Procedures

School administrators are obligated to maintain discipline in the schools. Administrators have the right and responsibility to interview and question students without notifying parents and without one or both parents present. This would include students who are accused of conduct violations and students who may be witnesses to conduct violations. To require the administration to do otherwise would thwart its ability to investigate violations of the *Student Code of Conduct*. The administration may contact the parent after a student has been interviewed. Information obtained through this interview will be shared on request to applicable law enforcement agencies if a violation of the law is believed to have occurred.

When the student is believed to have violated a provision of the *Student Code of Conduct*, which may require an assignment to a DAEP, expulsion, or referral to any law enforcement agency, the administrator will make all reasonable attempts to contact the parent/guardian. Lesser violations may involve no parental contact during the investigation or administration of consequences. Such determination is within the discretion of the administrator.

Law Enforcement (Procedures or Referral)

After completing the school procedures and in the event that a conduct violation may also constitute a criminal law violation, the administrator will contact the law enforcement officer, school resource officer, the officer assigned to the campus, or call 9-1-1. Once the law enforcement officer has cause to believe that a criminal offense has been committed, the officer will take charge of any interview or investigation. During the investigation, the student may be interviewed by law enforcement agencies without notifying parents and without one or both parents present. The administrator may describe to the law enforcement officer what information has been acquired in the school investigation. However, written student statements taken by the administration in its investigation will not be provided to the officer without the parent/guardian consent, a subpoena or otherwise as required by law. Once the law enforcement agency has been contacted, the investigation is solely under the control of that agency. If the student is taken into custody, the administrator shall make all reasonable attempts to contact the student’s parents.

24. Student ID

Students must follow campus guidelines for student ID.

25. What are the regulations regarding campus parking and traffic?

Student drivers and their passengers shall be cautious and observe all traffic regulations. Student drivers or passengers who are found to be in any way endangering the safety of themselves or others will be subject to disciplinary action, which may include loss of the privilege of having a vehicle on campus. The following rules are common to parking on any school parking lot:

- A. A student must present a valid driver's license and proof of insurance to be eligible for a parking permit;
- B. All cars parked in the lot are required to have a current parking sticker;
- C. All traffic speed limits shall be observed;
- D. All traffic arrows shall be observed;
- E. Students are not to park in reserved or visitor parking spaces;
- F. No tobacco products are allowed in the parking lot;
- G. No alcohol or controlled substances are allowed; and
- H. No loitering.

26. What is Section 504?

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

27. How does one qualify for Section 504 services?

One must have a disability that substantially impairs learning and there must be an educational need.

28. What is SISD's search process?

The district has the right and the authority to search lockers, book bags, vehicles and other items for reasons of health and safety.

29. What is SISD's process for sniff dogs?

The district has the authority to use sniff dogs to search lockers and other parts of the building and campus property.

30. What is SISD's policy on laser pointers?

Students are not permitted to possess or use laser pointers while on school property, while using district transportation, or while attending school-sponsored or school-related activities, whether on or off school property. Laser pointers will be confiscated and students will be disciplined according to the *Student Code of Conduct*.

31. If my child is accused of wrongdoing and the incident was recorded by a school video camera, will I be allowed to view the videotape?

Generally yes, you will be allowed to view the videotape but copies of the videotape might not be available to you until issues arising under the Family Educational Rights and Privacy Act (FERPA) are resolved. FERPA is a federal law which might restrict the school district's ability to share a copy of the videotape with you if it depicts other students.

32. Why is my child being punished for defending him/herself in a fight?

Self defense as use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself/herself. The privilege of self defense is limited. A claim of self defense in the use of physical force will not exempt the student from discipline when:

- The student provokes, invites or encourages the use of physical force by another person.
- The student has an opportunity to avoid physical force or to inform a school official of the threatened use of force.
- The student uses physical force after the other party abandons or attempts to abandon a fight or confrontation.

When there is a report of a fight on campus between two or more students, the school administration conducts an investigation. If the investigation reveals that the students in question have engaged in mutual combat or have intentionally or knowingly fought with another in a public place, the school administrator, dealing with the offense, will issue a consequence based on their investigation and other factors such as the students' disciplinary histories. The school administrator will also notify law enforcement. Law enforcement may also investigate the matter and take other action that the law enforcement deems necessary.

33. What is STAAR?

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments. STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

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

APPENDIX A SOCORRO ISD INTERNET USE POLICY

I understand and will abide by the Socorro ISD Acceptable Use Policy for Network Use. I understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, and school disciplinary action may be taken. Additionally, appropriate legal action may be taken.

As the parent or guardian of this student, I have read the Socorro ISD Acceptable Use Policy for Network Access. I understand that this access is designed for educational purposes and that Socorro ISD has taken steps to eliminate controversial materials. I further understand that correct and appropriate use of the Network will be emphasized. However, I also recognize that it is impossible to restrict access to all controversial materials, and I agree that I will not hold SISD responsible for materials acquired on the Network. Further, I accept full responsibility for supervision if and when my child's internet use takes place outside of a school setting. I understand that Network access affords my son/daughter powerful opportunities and responsibilities to become a learner in the 21st century.

Parents or guardians who are interested in further information may contact the campus their child attends, or SISD's Department of Technology Services.

APPENDIX B NOTIFICATION OF ASBESTOS MANAGEMENT PLAN AND PESTICIDE APPLICATION

ASBESTOS MANAGEMENT PLAN

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact Rafael Padilla, the district's designated asbestos coordinator:

Rafael Padilla
Asbestos Designated Person 2025-2026
12440 Rojas Dr., El Paso, TX 79928
rpadi105@sisd.net
915-937-0719

PEST MANAGEMENT PLAN

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Rafael Padilla
IPM Coordinator
12440 Rojas Dr., El Paso, TX 79928
rpadi105@sisd.net
915-937-0719

APPENDIX C FREEDOM FROM BULLYING POLICY

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.sisd.net. Below is Socorro ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

■ **Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Definition

Bullying is defined in Education Code 37.0832 as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or Infringes on the rights of the victim at school.

Bullying includes cyberbullying (see below). This state law on bullying prevention applies to:

Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report: To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report: Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

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

form. **Periodic Monitoring**

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

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

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action: Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement as deemed appropriate.

(A) Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to

disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

(B) Corrective Action

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

(C) Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

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

Confidentiality

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

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

APPENDIX D**STUDENTS RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES POLICY****Complaints**

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with the FFH series.
2. Complaints concerning dating violence shall be submitted in accordance with the FFH series.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with the FFH series.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

In accordance with the general provisions stipulated in this policy, the Board, at its sole discretion, shall determine whether to review only the written information or to allow oral presentations.

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles: Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

When a student or parent initiates the informal resolution provisions of this policy, the principal or appropriate administrator shall make reasonable attempts to schedule a conference with the student or parent and attempt to resolve the student or parent's concern within 15 days of the initial complaint. If a resolution is not reached informally, the student or parent's deadline to file the formal grievance process shall be extended five days from the date of the conference held with the principal or appropriate administrator, when applicable.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions: Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

If either party chooses to be represented by its counsel, it shall notify the other party at least three days before a scheduled interview or hearing, or the other party may reschedule the interview or hearing in order to include its representative, if desired.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within 10 days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District. Forms shall be available from the director of administrative services.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

The District shall expeditiously accommodate the student or parent's requests for information subject to the Texas Public Information Act so that documents may be timely received, or the District shall agree to a continuation of the timelines so that documents may be received and used by the student or parent.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

Students and parents shall file Level One complaints with the director of administrative services. In most circumstances, complaints shall be referred to the campus principal.

The student or parent has the option to present the grievance at Level Two if the highest level campus or department administrator is the respondent to the grievance. In this situation, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the director of administrative services, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the director of administrative services.

The designated administrator shall investigate as necessary and schedule a conference with the student or parent within 10 days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Level Two

If the student or parent did not reach a satisfactory resolution during the informal process at Level One or if the time for a response has expired, the student or parent may submit an appeal in writing to the director of administrative services. The appeal notice must be filed in writing on a form provided by the District within 10 days of the date of the written Level One response or, if no response was received, within 10 days of the Level One response deadline.

After receiving notice of the appeal, the director of administrative services shall prepare and forward a record of the Level One complaint to the appropriate member of the Superintendent's cabinet or designee. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

A member of the Superintendent's cabinet or designee shall schedule a conference within 10 days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. A member of the Superintendent's cabinet or designee may set reasonable time limits for the conference.

A member of the Superintendent's cabinet or designee shall provide the student or parent a written response within 10 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the member of the Superintendent's cabinet or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the member of the Superintendent's cabinet or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to a designated hearing officer, who shall, in turn, make a written recommendation for disposition to the Board. Hearing officers may be District employees who were not involved in the subject matter of the grievance or the grievance process, or they may be persons not employed by the District.

The appeal notice must be filed in writing to the director of administrative services, on a form provided by the District, within 10 days of the date of the written Level Two response or, if no response was received, within 10 days of the Level Two response deadline.

The director of administrative services shall, in advance of any hearing, provide the hearing officer the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the hearing officer intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The director of administrative services shall inform the student or parent of the date, time, and place of the scheduled hearing. The form of presentation of the grievance shall be determined by the designated hearing officer, and all proceedings before the hearing officer shall be recorded by audiotape. Generally, no witnesses shall be presented and no cross examination of witnesses shall occur, unless due process so requires. In each case, the grievant shall be permitted to make a presentation to the designated hearing officer within the time allotted and shall be able to offer such written evidence as the designated hearing officer may deem relevant. The administration shall, in turn, be entitled to respond to the grievant with its own presentation and written evidence.

The director of administrative services shall, in advance of any hearing, provide the designated hearing officer and the student or parent with copies of the original grievance, all responses, and any written documentation previously submitted by the student or parent and administration. The designated hearing officer is not required to consider documentation not previously submitted or issues not previously presented.

Appeal of Hearing Officer Decision

If the student or parent desires to appeal the designated hearing officer's decision to the Board, the student or parent shall notify the director of administrative services within 10 days of receipt of the hearing officer's recommendation. The Board shall review the hearing officer's written recommendation at its first regular meeting or at a lawfully scheduled special Board meeting following receipt of the notice requesting Board review to the director of administrative services. The student or parent and the administration shall be given an opportunity to provide a written response to the Board. The Board shall allow oral presentations. The Board shall then make and communicate its decision at any time up to and including the next regularly scheduled Board meeting or at a lawfully scheduled special Board meeting. The Board may decide to accept, reject, or modify the recommendation of the hearing officer.

For an oral presentation on a grievance, the student or parent and the administration shall be limited to 10 minutes each.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

If at any time, in the opinion of the Superintendent, decisions on grievances appear to conflict with other decisions on grievances, law or regulations, or District policy, the Superintendent may direct that the conflicting decisions be reconsidered or may be the subject of additional consideration by the Superintendent. In the event of such a determination by the Superintendent, the Superintendent shall direct the procedure and timelines for resolving the conflict. The Superintendent may also choose to refer conflicts to the Board or to the hearing officer for reconsideration.

Appendix E Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to

demonstrate satisfactory performance on no more than two of the required state assessments.

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

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

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

APPENDIX F



Student Acceptable Use Policy

Please read this Acceptable Use Policy

By Signing the Student Code of Conduct, you are acknowledging acceptance of the Student Acceptable Use Policy.

Socorro I.S.D. offers Internet access for student use. This document contains the Acceptable Use Policy for your use of the S.I.S.D. System.

A. Educational Purpose

The S.I.S.D. system has been established for an educational purpose. The term "educational purpose" includes classroom activities, career development, and limited high-quality self-discovery activities.

The S.I.S.D. system has not been established as a public access service or a public forum. S.I.S.D. has the right to place reasonable restrictions on the material you access or post through the system. You are also expected to follow the rules set forth in the Student Code of Conduct (SCC), Board Policy and the law in your use of S.I.S.D.'s System

You may not use the S.I.S.D. system for commercial purposes. This means you may not offer, provide, or purchase products or services through the S.I.S.D System.

You may not use The S.I.S.D. system for political lobbying. But you may use the system to communicate with elected representatives and to express your opinion on political issues.

B. Student Network/Internet

All students will, with parental approval, have individual access to Network/Internet information resources through approved District technology devices.

Students will have e-mail access only with parental approval.

You and your parent must sign and return the Student Hand Book & Code of Conduct before access can be granted to an individual e-mail account and Network/Internet access on the S.I.S.D. system.

C. Personal Safety

- You will not post personal contact information about yourself or other people. (Examples are in: e-mail, chat rooms, personal web pages, blogs, instant messaging, etc.) Personal contact information includes, but is not limited to, your address, telephone, school address, work address, identifiable photo, etc.
- You will not agree to meet with someone you have met online without your parent's approval. Your parent should accompany you to this meeting.
- You will promptly disclose to your teacher or any other school employee any message you receive that is inappropriate or makes you feel uncomfortable.

D. Cyber Bullying

SISD prohibits the bullying of any person on school property or at school functions by use of data or computer software that is accessed through a computer, computer system, computer network or other electronic technology of the District .

Cyber Bullying means any intentional electronic act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances should know will have the effect of:

- Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property.
- Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or
- Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or
- Perpetuating cyber bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee

E. Unacceptable Uses

The following uses of the S.I.S.D. system are considered unacceptable:

1. Illegal Activities

- You will not attempt to gain unauthorized access to the S.I.S.D. system or to any other computer system through the District or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing".

- You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- You will not use the S.I.S.D. system to engage in any illegal act such as, but not limited to, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.

2. System Security

- You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person.
- You must never use any username and/or password other than the one that is assigned to you.
- You must always log off of any computer that you have logged on to with your assigned username to prevent use by anyone else. Failure to do so may result in someone else using your username for illegal or inappropriate access. Remember, you are responsible for all activity which occurs while logged on with your username.
- You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- You will avoid the inadvertent spread of computer viruses. Students should not download software at any time unless approved by the Department of Technology Services and local school administration. Great care should be taken to keep your internet browsing to well-known high quality web sites. Do not click on unknown or suspicious links. These practices will help avoid problems with virus and malware infection on District technology devices and systems.
- Users will not remove, disconnect, tamper with or otherwise interfere with any District computer/technology. Furthermore, no attempt will be made to bypass or uninstall any District installed software, including, but not limited to, firewalls, internet filtering, or antivirus software.
- You will not install or utilize any operating system other than the one originally installed on a District technology device. Furthermore, you will not remove an existing operating system from a District technology device.
- Users will not attempt to bypass the District Internet content filtering system in order to gain access to inappropriate or blocked sites by any means, such as, but not limited to, anonymizers or anonymous proxies and remote access programs.
- Users will not connect any computer or network devices into the District network without prior approval from the SISD Department of Technology Services.
- Users will not utilize the SISD network or technology devices illegally in ways that violate federal, state, or local laws or statutes.

3. *Inappropriate Language*

Restrictions against Inappropriate Language apply to public messages, private messages, and material posted on Web

- You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- You will not post information that could cause damage or a danger of disruption.
- You will not engage in personal attacks, including prejudicial or discriminatory attacks.
- You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending messages "to them" you must stop.
- You will not knowingly or recklessly post false or defamatory information about a person or organization.
- You will not utilize the District network/internet to send anonymous email or to forge email messages to make them appear to come from another person.

4. *Respect for Privacy*

- You will not repost a message that was sent to you privately without permission of the person who sent you the message.
- You will not post private information about another person.

5. *Respecting Resource Limits.*

- You will use the system only for educational and career development activities and limited, high-quality, self discovery activities.
- You will not download large files unless absolutely necessary. If necessary, you will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to your personal computer.
- You will not use audio or video streaming unless it is for educational purposes. Overuse of these technologies causes the District network to slow down for everyone. Examples of this are: online radio and video, podcasts, etc.
- You will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.

You will subscribe only to high quality discussion group mail lists that are relevant to your education or career development.

6. *Plagiarism and Copyright Infringement*

- You will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions ask a teacher.
- Downloading, copying, or installing copyrighted materials (i.e. music, movies, software, etc.) on a District computer, storing them on a District Network Share, or using a personal device on the District system to accomplish this act is unacceptable and may constitute a violation of applicable local, state, or federal law.

7. *Inappropriate Access to Material*

- You will not use the S.I.S.D. system to access material that is "Profane, obscene, or would embarrass or offend others around you (such as, but not limited to, graphic violence, nudity, and pornography," that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). A special exception may be made for hate literature if the purpose of your access is to conduct research and both your teacher and parent have approved.
- If you mistakenly access inappropriate information, you should immediately tell your teacher or another District employee. This will protect you against a claim that you have intentionally violated this Policy.
- Your parents should instruct you if there is additional material that they think it would be inappropriate for you to access. The District fully expects that you will follow your parent's instructions in this matter.

F. *Your Rights*

1. *Free Speech*

Your right to free speech, as set forth in the SCC applies also to your communication on the Internet. The S.I.S.D system is considered a limited forum, similar to the school newspaper, and therefore the District may restrict your speech for valid educational reasons. The District will not restrict your speech on the basis of a disagreement with the opinions you are expressing.

2. *Search and Seizure*

System users have no privacy expectation in the contents of their personal files on the District system. This system belongs to the

School District, which has the right to access any portion of the system and any files contained in the system as authorized by the Superintendent or his/her designee.

- Routine maintenance and monitoring of the system may lead to discovery that the user has or is violating the District Acceptable Use Policy, District policy, Administrative Regulations or the law.
- If there is reasonable suspicion that a user has violated the law or District policy, District officials have the right to search any files or computers/technology at any time. The nature of the investigation will be reasonable and in the context of the nature of the alleged violation.
- Your parents have the right at any time to request to see the contents of your e-mail files.

3. *Due Process*

- The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the S.I.S.D system.
- In the event there is an allegation that a student has violated the District Acceptable Use Policy, the student will be afforded such rights and subject to such sanctions as set forth in District policy and the Student Code of Conduct (SCC).
- Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. If the alleged violation also involves a violation of other provisions of the SCC, the violation will be handled in accord with the applicable provision of the SCC.

G. *Limitation of Liability*

The District makes no guarantee that the functions or the services provided by or through the District system will be error-free or without defect. The District will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising through the unauthorized use of the system.

H. *Personal Responsibility*

When you are using the S.I.S.D system, it may feel like you can easily break a rule and not get caught. This is not really true because whenever you do something on a network you leave little "electronic footprints," so the odds of getting caught are really about same as they are in the real world.

But the fact that you can do something or think you can do something without being caught does not make it right to do so. Even if you don't get caught, there is always one person who will know whether you have done wrong

– and that person is you. Your use of the Internet can be a mirror that will show you what kind of a person you are.

2025-2026

Student Code of

Conduct



DISCIPLINE MANAGEMENT PLAN:
“Student Code of Conduct”

CONTENT OF PLAN

I. Development

SOCORRO I.S.D.

071-909

District Name

County-District No.

Authority for Data Collection: Subtitle G, Section 37.001 of the Texas Education Code

As required by state law, the board of trustees has officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

Planned Use of the Data: To ensure that local district’s management plans are in compliance with provisions of law and State Board of Education rules.

Date of local Board of Trustees approval of the Student Code of Conduct revision:

10-07-97, 05-09-00, 05-08-01, 05-21-02, 06-17-03, 05-18-04, 05-17-05, 05-16-06, 04-17-07, 06 17-08, 07-21-09, 06-23-11, 05-20-14, 06-23-2015, 06-21-2016, 08-15-2017, 07-24-2018, 09-17-2019, 07 21-2020, 09-21-2021, 9-20-2023, 7-24-24, 9-17-25

Socorro Independent School District
12440 Rojas Drive
El Paso, Texas 79928

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The Student Code of Conduct

I. CONTENT OF PLAN

Accessibility: If you have difficulty accessing the information in this document because of disability, please contact The Department of Administrative Services at 937-0053.

A. Purpose

The Student Code of Conduct (“Code of Conduct”) is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the Socorro ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code of Conduct shall be available at the office of the campus behavior coordinator (CBC) and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature. Regular Session, 2025, A school district shall provide to each student and the parent of a person standing in parental relation to the student the prepared report.

Because the Code of Conduct is adopted by the district’s board of trustees, it has the force of policy; therefore, in case of conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

B. School District/Authority and Jurisdiction

School rules and the authority of the district to administer discipline 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.

Socorro ISD shall comply with State and City orders and guidance for return to school and other Public Health Interventions set forth by the City of El Paso Department of Public Health (DPH) Local Health Authority during the COVID-19 Public Health Emergency.

Vaccination/Contact Tracing Conversations during the COVID-19 Public Health Emergency:

- Mitigate the spread of COVID-19 within SISD campuses/facilities
- Response to any questions is voluntary
- Information gathered is confidential

The district has disciplinary authority over a student:

1. During the regular school day to include remote learning, and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school’s real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal of the campus or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC’s duties, provided that the CBC personnel verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The CBC is primarily responsible for maintaining student discipline.

The CBC shall monitor disciplinary referrals and report the following behavior to the campus’s threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;
- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at www.sisd.net.

Threat Assessment and Safe and Supportive School Program (SSSP) Team

Pursuant to Texas Education Code 37.115 and the SSSP Coordinator, will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or CBC and other school administrators as appropriate shall report crimes as required by law and shall call district law enforcement when an administrator suspects that a crime has been committed on campus.

The campus administration reserves the right to interview students during the course of an investigation without the presence of the parent(s) regardless of the level of the student's involvement.

Security Personnel

The board utilizes Police Officers, School Resource Officers (SRO's), school marshals, and/or security personnel to ensure the security and protection of students, staff, and property. In accordance with Texas Administrative Code 61.101 the board has coordinated with the Chief of Police Services to ensure appropriate law enforcement duties are assigned to these persons. Police Officers, School Resource Officers (SRO's), school marshals and/or security personnel will assist the campus administration to enforce the Code of Conduct that follows the discipline guidelines of the District and the Texas Education Code Chapter 37. Security Personnel shall enforce all rules, regulations, policies and laws of the Texas Education Code, the State of Texas, within the geographical boundaries of the Socorro Independent School District and will enforce daily routine procedures necessary for the safe protection of students, staff and property.

Unauthorized Persons

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

"Parent" Defined

Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

C. Responsibilities

1. Parents or guardians have the responsibility to do the following:

- a) Make every effort to provide for the physical needs of the student.
- b) Strive to prepare the student emotionally and socially to be receptive to learning, and discipline.
- c) Ensure the student's compliance with school attendance requirements and promptly report the reasons for absences and tardies.
- d) Help the student to develop proper study habits.
- e) Participate in parent-teacher conferences.
- f) Attend parent-training workshops for home reinforcement of study skills and specific curriculum objectives.
- g) Be informed of the policies and regulations stated in the Code of Conduct.
- h) Participate in parent-school organizations, if possible.
- i) Ensure that the student is appropriately attired at school, during remote learning, and at school-sponsored activities.
- j) Discuss report cards, progress reports, and other communications from the school with the student.
- k) Bring to the attention of school personnel any problem or condition that may relate to the student's education.
- l) Maintain up-to-date home, work, and emergency telephone numbers and other pertinent information at the school.
- m) Cooperate with school administrators and teachers in their efforts "to achieve and maintain a quality school system".
- n) Ensure student's attendance at school tutorials as the need arises.
- o) Help the students be responsible for their actions. Parents are liable for property damage caused by students.
- p) Arrange for drop-off and pick-up of students so that they are not left at school during unsupervised hours.
- q) Submit a signed statement that they understand and consent to the responsibilities outlined in the Code of Conduct.
- r) Serve as appropriate role models for students.

2. Administrators have the responsibility to do the following:

- a) Assume the administrative responsibility and instructional leadership, under the supervision of the Superintendent, for discipline at the campus level.
- b) Provide appropriate support for teachers in dealing with student discipline problems.
- c) Implement a flexible curriculum to meet the needs of all students.
- d) Discipline students in a fair and impartial manner.

- e) Encourage parents to maintain regular communication with the school and to participate in parent-teacher conferences.
- f) Develop a cooperative working relationship with the staff, students, and parents.
- g) Assist students in learning self-discipline.
- h) Provide leadership for discipline training and in the evaluation of the Discipline Management Plan.
- i) Promote student safety through maintenance of the school grounds and facilities.
- j) Serve as appropriate role models for students.
- k) Report to district law enforcement agencies if there are reasonable grounds to believe that any of the following activities occur in school, on school property, or at a school-sponsored or school-related activity on or off school property, whether or not the activity is investigated by school security officers:
 - 1) Certain criminal offenses, including murder, kidnapping, sexual or aggravated assaults, deadly assault on law enforcement officers, injury to a child or an elderly individual, arson, robbery, aggravated robbery, and burglary;
 - 2) "Deadly conduct", defined as reckless conduct that places another in imminent danger of serious bodily injury. It includes knowingly discharging a firearm at or in the direction of an individual or a building or vehicle, as well as knowingly pointing a firearm at or in the direction of another, whether or not the actor believes the firearm to be loaded;
 - 3) A "terroristic threat";
 - 4) Use, sale, or possession of a controlled/illegal substance, drug paraphernalia, marijuana or spice-k2-synthetic marijuana;
 - 5) Possession of certain weapons or devices;
 - 6) Gang-related offenses, including murder, arson, robbery, burglary, theft, kidnapping, assault, forgery, felony gambling, promotion of prostitution, unlawful distribution of a controlled/illegal substance or dangerous drug, fraud, bribery, and corruption.

The CBC's report to police must include the name and address of each student the CBC reasonably believes to have participated in the activity. A report is not required if the CBC reasonably believes that the activity is not a criminal offense. The statute specifically provides that the person who reports in good faith is not liable for civil damages.

Principals/CBC's who report suspected criminal activity to the police must also report that activity to "each instructional or support employee of the school who has regular contact with a student whose conduct is the subject of the notice." Additionally, if a student has engaged in any expellable offense, the school is required to inform each teacher to whom the student is assigned.

3. Teachers have the responsibility to do the following:

- a) Be in regular attendance, on time, and prepared to perform their teaching duties.
- b) Use appropriate discipline management techniques.
- c) Ensure good student discipline by promoting regular attendance, promptness, and appropriate preparation.
- d) Respect individuals and property.
- e) Comply with district and school policies, rules, regulations, and directives.
- f) Maintain a classroom atmosphere conducive to learning.
- g) Establish rapport and effective working relationship with parents, students, and other staff members.
- h) Help students strive for self-discipline.
- i) Encourage good work and study habits.
- j) Contact the parent or guardian of each of their students at least once a semester via telephone, email, note, conference, etc.
- k) Serve as appropriate role models for students.
- l) Dress and appear in accordance with district and campus standards of propriety, safety, health, and grooming.

D. Required Parent Conferences

A parent conference is required; however, during a pandemic a virtual conference is allowed. If a face-to-face conference is essential, the conference shall be in compliance with Social Distancing and other Public Health Intervention guidelines set forth by SISD. If a personal conference cannot be arranged, a telephone conference will suffice. When neither of these types of conference can be arranged, the conference may be conducted by letter with provisions for parental response. All conferences shall be documented. Parents are entitled to a copy of the documentation of the conference upon request.

The CBC shall contact the parent/legal guardian of each student who has committed according to the Code of Conduct, one or more disciplinary infractions during the school year. In the case of minor offenses, this may be done in conjunction with a parent teacher conference.

II. STUDENT CODE OF CONDUCT

A. Student Rights

Students shall not be denied their human rights because of their temporary status as students, but they are expected to exercise their rights responsibly and in compliance with the rules established for the orderly conduct of the district's educational goals. The district's rules of conduct are established to achieve and maintain order in the schools. Students who violate the rights of others or who violate district or school rules shall be subject to disciplinary measures designed to correct the misconduct and promote adherence by all students to the responsibilities of citizens in the school community.

The major areas of student rights include the following:

- 1. Free and equal educational opportunities;
- 2. Freedom from unlawful discrimination;
- 3. Freedom of expression;
- 4. Inspection of their records;
- 5. Due process of law;
- 6. Special education for special needs;
- 7. Freedom from unreasonable search and seizure; and
- 8. Freedom of religion and conscience.

B. Standards for Student Conduct

Rights carry with them the responsibility to:

- 1. Demonstrate courtesy, even when others do not;
- 2. Behave in a responsible manner, always exercising self-discipline;
- 3. Attend school daily, except when ill or otherwise lawfully excused, and be on time to all classes;
- 4. Be prepared for each class with appropriate materials and assignments;
- 5. Be attentive in class;
- 6. Master the STAAR curriculum of study prescribed by the district and the state;

7. Be honest and tell the truth;
8. Be aware of all the rules, the regulations, and the standards for student behavior as stated in the Code of Conduct and conduct themselves accordingly;
9. Maintain self-control in the classroom, in the cafeteria, on the bus, and at all school-sponsored activities;
10. Dress and appear in accordance with the district's standards of propriety, safety, health, and grooming;
11. Respect other individuals and property;
12. Assist the school staff in operating a safe school;
13. Pay required fees and fines, except as exempted by law;
14. Seek changes in school policies and regulations in an orderly and responsible manner and through approved channels;
15. Express opinions and ideas in a respectful manner;
16. Cooperate with school staff in investigating disciplinary matters;
17. Deliver all communications from the school to the parent or guardian;
18. Be on Socorro ISD property only when authorized by SISD Administration (No Trespassing);
19. After dismissal of school in the afternoon and unless involved in an activity under the supervision of a teacher, students must leave campus immediately, and
20. Adhere to the requirements of the Code of Conduct.

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent section on In-School Suspension, Out-of-school Suspension, Disciplinary Alternative Education Program (DAEP) Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section.

Disregard for Authority:

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.
- Disregard Social Distancing and Other Public Health Interventions (i.e. face mask requirements) set forth by SISD.

Mistreatment of others:

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (for assault, see Specific Categories and Consequences of Offenses)
- Threaten a district student, employee or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [see Glossary].
- Engage in bullying, Cyberbullying harassment, or making hit lists. (See glossary)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See glossary)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

A student, whose behavior shows disrespect for others, including interference with their access to a public education and/or a safe environment will be subject to disciplinary action. The district or individual schools may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be listed in the campus student handbooks or posted in classrooms and may or may not constitute violations of the Code of Conduct.

C. Expectations for Student Conduct

1. Dress Code

The district's dress code is set at a minimum standard by the district in Policy FNCA. The campus may adopt a more stringent code that meets the specific demands and needs of the campus and community.

- a) The district's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority.
- b) Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The district prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations. A campus handbook may list specific examples of appropriate and inappropriate clothing, hair, jewelry, or manner of dress.
- c) The district prohibits pictures, emblems, or writings on clothing that:
 - Are lewd, offensive, vulgar, or obscene.
 - Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited by district policy.

- Are evidence of membership or affiliation in any gang.
- d) *The district prohibits Pre K-8 grade students from having:
 - Hair styles which cause undue attention or a health and/or safety hazard (spikes, Mohawks, etc.)
 - Unnatural hair colors which cause undue attention.
- e) The student and parent may determine the student's personal dress and grooming standards, provided that they comply with the general guidelines set out above and the district's dress code for students in the campus handbooks and/or Code of Conduct/ Discipline Management Plan.
- f) If the principal determines that a student's grooming violates the dress code, the student shall be given an opportunity to correct the problem at school. If not corrected, the student shall be assigned to in-school suspension for the remainder of the day, until a parent or designee brings an acceptable change of clothing to the school or until the problem is otherwise corrected.
- g) The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate those standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action.
- h) Parents, teachers, students and other community members shall reach consensus in the decision to require uniforms, [FNCA (LOCAL)] Every campus electing to adopt and implement a school uniform policy shall include options to compliment the other agreed upon school uniform options:
 - Khaki pants and a white polo shirt without a school logo; or
 - School uniform pants and a school colored polo shirt without a school logo.
 - Physical Education uniform bottoms (shorts or sweat pants in any color) and a white, grey, or school colored t-shirt without school logo.
- i) Student ID badges shall be worn as required by each individual campus.

***NOTE: This provision supersedes all Pre K-8 campus grooming standards**

2. Property Offenses

Students and parents or guardians of students guilty of damaging school property shall be liable for damages in accordance with the law.

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see Specific Categories and Consequences of Offenses.)
- Deface or damage school property-including textbooks, technology and electronic resources, lockers, furniture, and other equipment-with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see Specific Categories and Consequences of Offenses.)
- Enter, without authorization, district facilities that are not open for operations.

Each student, or the student's parent or guardian is responsible for all instructional materials and technology equipment not returned by the student. A student who fails to return in acceptable condition all instructional materials and technology equipment forfeits the right to free instructional materials and technology equipment until all instructional materials and technology equipment previously issued but not returned are paid for or returned by the student, parent, or guardian. As provided by Policy FP (LOCAL) of the Board of Trustees, the district may waive or reduce the payment requirement if the student is from a low-income family. The school shall allow the student to use instructional materials and technology equipment at school during each school day as per Policy. A school may not prevent a student from graduating, participating in a graduation ceremony, or receiving a diploma. (TEC 31.104 (d))

3. School Clubs/Organizations

- a) A student who fails to pay outstanding balances forfeits the right to participate in Non-UIL sanctioned extracurricular activities. The outstanding balance owed at one SISD school shall be paid in full prior to student participation at a different SISD school. (i.e. Elementary School to Middle School, Middle School to High School)
- b) Students shall not become members or promise to become members of any organization (fraternity, sorority, secret society, tagging crew, or gang) composed wholly or in part of students of public schools, which seeks to perpetuate itself by taking in additional members from the students enrolled in such schools on the basis of the decision of its membership rather than upon the free choice of any student in the school who is qualified under the rules of the school to fill the special aims of the organization.
- c) Students shall have prior approval from the principal or designee for any type of "initiation rites" of a school club or organization.
- d) No student shall engage in any form of hazing, nor shall any student encourage or assist any other person in hazing.

4. Tobacco

Students shall not possess or use tobacco products, including but not limited to, cigarettes, cigars, pipes, snuff, or chewing tobacco on school premises or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property. Material shall be confiscated and relinquished to SISD Police Services for processing/destruction.

5. Electronic Cigarettes

The District prohibits the use or possession of electronic cigarettes or any other vaporizing device or paraphernalia on district property at all times. Material shall be confiscated and relinquished to SISD Police Services for processing/destruction.

6. Drugs/Alcohol

- a) Students shall not possess, use, transfer, transport, sell, or attempt to possess, use, transfer, or sell, or be under the influence of any of the following substances on school premises or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property:
 - Any controlled/illegal substance or dangerous drug as defined by law, without regard to amount, including but not limited to, marijuana, spice-k2-synthetic marijuana, any narcotic drug, stimulant, depressant, hallucinogen, amphetamine, or barbiturate.
 - Alcohol or any alcoholic beverage.
 - Any abusable glue, aerosol paint, or other chemical substance for inhalation.
 - Any other intoxicant or mood-changing, mind-altering, or behavior-altering drugs.
- b) The transfer, sale, or attempted sale of what is represented to be any of the above-listed substances is also prohibited under this rule.
- c) Illegal, Prescription, and Over-the-Counter Drugs:

Students shall not:

 - Possess, use, give, or sell alcohol or an illegal drug.
 - Possess or sell seeds or pieces of marijuana in less than a usable amount.
 - Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for "paraphernalia.")
 - Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
 - Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See glossary for "abuse.")

- Abuse over-the-counter drugs. (See glossary for “abuse.”) Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence.”)
 - Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.
- d) A student who uses a drug prescribed by a licensed physician specifically for that student's use shall not be considered to have violated this rule if proof of the prescription can be provided. A record of the prescription must be on file in the nurse's office.

"Under the influence" means a student's faculties are noticeably impaired, but the student need not be legally intoxicated.

"Use" means a student has smoked, ingested, injected, imbibed, inhaled, drunk, or otherwise taken internally a prohibited substance recently enough that is detectable by the student's physical appearance, actions, breath, or speech.

7. Possession of Prohibited Items/Weapons

- a) Students shall not go onto the school premises with a firearm, ammunition, explosive weapon, or knife, unless pursuant to written regulations or written authorization of the district. Students shall not interfere with normal activities, occupancy, or use of any building or portion of the campus by exhibiting, using, or threatening to exhibit or use the firearm, ammunition, explosive weapon, or knife.
- b) Students are also prohibited from bringing to school or a school-related activity any other weapons. This prohibition will not normally apply to school supplies, such as pencils, compasses, and the like, unless they are used in a menacing or threatening manner. Other prohibited items include, but are not limited to:
- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
 - A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
 - A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon.
 - An air gun or BB gun
 - A short barrel firearm;
 - Ammunition;
 - A hand instrument designed to cut or stab another by being thrown;
 - A firearm silencer or suppressor;
 - Knuckles
 - *A location restricted knife;
 - A pocketknife or any other small knife;
 - *A club;
 - *A firearm;
 - A stun gun;
 - Mace or pepper spray;
 - Nicotine products, including nicotine pouches;
 - Pornographic material;
 - Tobacco products, cigarettes, e-cigarettes; and any component, part, or accessory for an e-cigarette device;
 - Matches or a lighter;
 - An improvised explosive device
 - A laser pointer for other than an approved use; or
 - Any article not generally considered weapons, including school supplies, when the Principal or designee determines that a danger exists.

*For weapons and firearms, see Level 4 Offenses. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

8. Bullying

Students shall not bully anyone on school property or at any school-related event.

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

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

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

The district is required to adopt policies and procedures regarding:

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent

of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying at www.sisd.net under the Stop Bullying tab at <https://www.anonymousalerts.com/socorroisd/default.aspx>.

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

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

The CBC may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district.

A copy of the district's policy is available in the CBC's office and on the district's website. Procedures related to reporting allegations of bullying may also be found on the district's website. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

VICTIMS OF BULLYING

Parents or legal guardians whose child becomes a victim of bullying may request a change in classroom or an intra-district transfer if the principal determines that the child's physical safety or emotional health is significantly compromised and cannot be protected at the home campus as per Education Code 25.0341. Requests must be approved by the Assistant Superintendent for Administrative Services. The District will not provide transportation. The campus administrator will verify if a student is the victim of bullying. The administrator may consider past behavior when identifying a bully.

STUDENTS FOUND TO HAVE ENGAGED IN BULLYING

The District may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parents, the student may also be transferred to another campus in the district. The District will not provide transportation.

9. Harassment

- a) Basis of Race, Color, Religion, National Origin, Gender, or Disability
Students must not engage in harassment behaviors motivated by race, color, religion, national origin, or disability directed toward another student. Students are expected to treat other students and district employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop.
- b) Sexual Harassment/Sexual Abuse
Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a district employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. Students are expected to treat other students and district employees with courtesy and respect; to avoid behaviors known or perceived to be offensive; and to stop these behaviors when asked or told to stop. Students must not engage in harassing behavior motivated by another's sexual orientation.
- c) Harassment means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.

10. Class/School Activities

For purposes of this rule, "school property" includes the public school campuses or school grounds upon which any public school is located and any grounds or buildings used by district schools for assemblies or other school-related activities. "Public property" includes any street, highway, alley, Public Park, or sidewalk.

No student on school property or on public property within 300 feet of school property shall willfully disrupt, alone or in concert with others, the conduct of classes or other school activities.

Disruptive conduct includes, but is not limited to the following:

- a) Emitting by any means noise of an intensity that prevents or hinders classroom instruction or school activities.
- b) Preventing or attempting to prevent students from attending classes or other school activities.
- c) Enticing or attempting to entice students away from their classes or other required school activities.
- d) Entering a school or classroom without consent of either the principal or teacher and through either acts of misconduct or use of loud or profane language causing disruption of school class activities.

11. Lawful Assembly

Students shall not act in a way, either in or out of class that for any reason materially disrupts class work or involves substantial disorder or invasion of the rights of other students or employees at school or school-related activities. No student or group of students acting in concert may willfully engage in disruptive activity or disrupt a lawful assembly on the campus or property of any school in the district. A lawful assembly is disrupted when any person is rendered incapable of participating in the assembly due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur. [FNCI (LOCAL)]

Disruptive activities include, but are not limited to the following:

- a) Preventing or attempting to prevent by force or violence or threat of force or violence any lawful assembly authorized by the school administration.
- b) Disrupting by force or violence or the threat of force or violence a lawful assembly in progress.
- c) Obstructing or restraining the passage of persons in an exit, entrance, or hallway of any building without the authorization of the administration of the school.
- d) Obstructing or restraining the passage of any person at an exit or entrance to a campus or property or preventing or attempting to prevent by force or violence or by threats thereof the entrance or exit of any person to and from said property or campus without the authorization of the administration of the school.
- e) Seizing control of any building or portion of a building for the purpose of interfering with any administrative, educational, research, or other authorized activity.

12. Student Demonstrations

Student demonstrations and similar activities shall be prohibited, if they lead school authorities to reasonably foresee substantial disruption of or material interference with normal school operations or approved school activities. (i.e. “walkouts”)

13. Publications

a) School-Sponsored Publications

All student publications and other written material intended for distribution to students shall be submitted for prior review to the building principal or designee for approval. Distribution of written materials may be limited in order to prevent interference with normal school operations in circumstances where there is reason to believe that disruption will result.

b) Non-School Publications

Distribution of non-school publications may be subject to certain restrictions. Students who do not adhere to Board Policy FMA (LOCAL) may be subject to disciplinary action.

14. Possession and Use of Personal Communication or Other Personal Electronic Devices [Policy FNCE (LOCAL)]

Students are permitted to use personal communication devices on school property during the school day only under the following circumstances:

1. The student's use is necessary for implementation of the student's individualized education program, a 504 plan, or similar program or plan.
2. The student's use is required due to a documented need based on a directive from a qualified physician; or
3. The student's use is necessary to comply with a health or safety requirement imposed by law or as part of the District or campus safety protocols.

Under this health and safety exception, SISD allows the use of personal cell phones or other communication devices at school as follows:

- By high school students during lunchtime and
- By all students in the case of a school emergency

Violation Consequences:

1st Offense – Technology Violation: Device is confiscated and will be returned to the student at the end of the day.

2nd Offense – Insubordination: Device is held until parent/guardian picks up.

3rd Offense – Insubordination: Final conduct review notice. Parent/Guardian will be required to pick up.

4th Offense – Insubordination: A conference will be held and the device will be banned. Student will be assigned to In-School-Suspension (ISS/SAC) and parent/guardian will be required to pick up device.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

Electronic devices may not be used to invade personal privacy or engage in any illegal activity. The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

Students who violate this policy shall be subject to established disciplinary measures. District employees shall confiscate any electronic devices found on school property or found at school-sponsored or school-related activities on or off school property not being used in compliance with the Code of Conduct.

Any disciplinary action will be in accordance with the Code of Conduct. The district will not be responsible for damaged, lost, or stolen telecommunications devices brought on district property or buses [FNCE (LOCAL)].

15. Possession of Graffiti and/or Tagging Paraphernalia Prohibited

The prohibited items include but are not limited to stickers, spray paint, spray can tips, grease pencils, white-out markers, glass-cutting devices, permanent markers, and any other items which may be used for tagging or graffiti.

16. Search and Seizure

a) Property owned by the school district includes classrooms; areas in school buildings such as gymnasiums, halls, offices, assembly rooms, and other facilities, and buildings; books, educational equipment (including athletic equipment), and supplies;

vehicles owned by the school district; and the student lockers, desks, work tables, cabinets, and storage areas located within school buildings are under the exclusive control of the school district. Students should not expect privacy regarding items placed in school property because school property is subject to search at any time by school officials. Students are responsible for whatever is contained in desks, lockers, or other property issued to them by the school.

b) Personal property brought onto school property or to school-related activities is permitted as a matter of privilege, not of right, with the understanding and agreement that the owner or possessor of the property consents to a search of that property when there is any reasonable ground to suspect a search may disclose evidence a student has violated or is violating either the law or the rules of the school. Included in this category of property are non-district owned vehicles; personal books, supplies, and equipment (including athletic equipment); and personal items such as lunch boxes, students' purses, handbags, or billfolds, the emptying of pockets, briefcases, backpacks, and/or similar containers used to carry materials. If a school official has a reasonable basis to suspect that a search of this property may disclose evidence that a student has violated or is violating either the law or the rules of the school, the official may institute a search. If circumstances permit, the student should be requested to be present during the search; the search should be conducted out of the presence of other students; and the school official conducting the search should have another school official to act as a witness to the search.

c) Personal searches of students which involve the removal of outer clothing (ie. jackets, sweaters, shoes) or wearing apparel are authorized if a school official has a reasonable basis to suspect a search may disclose evidence a student has violated or is violating either the law or the rules of the school, and the manner and degree of the search are reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. The school official should advise the student of the reason for the search and request the student's consent to the search. If the student does not consent to the search and circumstances permit, the school official should attempt to contact the student's parent or guardian, inform the parent or guardian of the circumstances, and request permission to conduct the search. If the parent or guardian cannot be contacted or does not consent to the search, the school official may, if appropriate, call an appropriate law enforcement authority or proceed with the search as long as the search is reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. The search of a person is to be conducted out of the presence of other students. If the circumstances permit, the school official acts as a witness to the search. In any search of a student by a school official, the removal of the student's underwear is prohibited.

Note: The Law Enforcement Official will conduct a search only if probable cause is established or an exigent circumstance exists. (see glossary)

d) In an emergency situation when a school official has reasonable cause to believe that the safety of students, school employees, or school property may be in jeopardy, the school official may conduct a search of a student or any other person on school property to determine whether the person is in possession of dangerous and/or prohibited articles of property. This type of search and the manner of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the person and the nature of the potential danger.

- e) Any item or items of property observed or discovered in any search by a school official which are evidence that the person searched (or another persons') has violated or is violating either the law or the rules of the school may be taken by the school official, and the school district may take disciplinary action, may confiscate the property taken, and may report the results of the search and the identity of the person having possession of the property to the appropriate legal authorities.
- f) In limited circumstances and in accordance with law, a student's personal communications device may be searched by authorized personnel. (Policy FNF)
- g) Students do not have a reasonable expectation of privacy in the use of school lockers, school desks, school computers, district provided electronic devices and SISD email accounts. SISD computers, electronic devices and email accounts are subject to random inspection to ensure compliance with network security procedures.

17. Traffic and Parking of Vehicle

- a) Operation of Vehicles
The SISD board shall ensure that there are adequate rules and regulations concerning the operation and parking of vehicles on school grounds. Education Code 37:102
- b) Parking Control
All laws regulating traffic on highways and streets apply to the operation of vehicles within school property. Furthermore, no person shall be allowed to park a vehicle on any school property except in the manner designated by the district and in the spaces marked and designated by the district; nor shall any person be allowed to block or impede traffic through any driveway of such property. Education Code 37.102
- c) Vehicles on Campus
Employees, students, and vendors driving vehicles on any SISD campus or property must be able to produce proof of liability insurance. SISD security personnel and district administrators have the right to bar vehicles that are uninsured from driving on campus.
- d) Vehicle Identification Insignia
The SISD board may provide for the issuance and use of suitable vehicle registration and identification insignia. The board may suspend the permit or bar any vehicle from driving or parking on any school property for the violation of any rule or regulation promulgated by the board. Reinstatement of the privilege may be permitted and a reasonable fee assessed. Education Code 37.106
- e) Student Vehicles on Campus
 - Each school shall establish rules and regulations for the registration and issuance of parking permits to student vehicles.
 - Each school shall establish traffic and parking rules and regulations regarding the operation and parking of vehicles on campus.
 - Each school shall require each student desiring to park on campus on a regular basis to provide at least the following: driver's license, proof or registration of vehicle, and proof of insurance.
 - A school may establish additional requirements as determined by the campus principal.
 - Each school may establish different requirements for students who desire to drive and park on campus on an occasional or sporadic basis rather than a regular basis.
 - Upon completion of all campus requirements, a school may issue a parking permit, to be displayed in accordance with the school rules or regulations in order to be eligible to park on campus.
 - A school may charge a fee to reimburse the expenses for review and issuance of a student's application for registration and issuance of a parking permit. (\$10.00 Fee)
 - A school may establish reasonable traffic safety rules and regulations and establish student-parking areas within the campus.
 - A school may establish sanctions for violation of campus registration drop off/pick up procedures, parking, and vehicle safety requirements. The sanctions may include the following:
 - a. Written warning of violation
 - b. Revocation of student parking privilege
 - c. Immobilizing a vehicle through use of an immobilizing device such as a "boot" and may charge a fee to have the immobilizing device removed.
 - d. May charge a fee for damage to immobilizing devices such as a "boot" if not properly removed by authorized personnel.
 - e. Engaging a private towing company to tow an illegally parked vehicle on campus at the owner's expense.
 - Before booting and towing may be used, the campus administration shall give prior notices to the student and shall make reasonable effort to inform the student's parent of violations of the provisions of campus traffic safety and parking rules.
 - Each student who applies for and receives a permit for parking a vehicle on campus shall be provided with a copy of the campus rules for traffic safety and parking so that each student will be aware of the campus requirements.

18. Fraternities, Sororities, Party Crews, Secret Societies & Gangs (TEC Sec. 37.121)

The Board of Trustees affirms that the presence of gangs and gang activities can cause a substantial disruption of or material interference with school and school activities. A "gang" as defined in this Policy FNCC (Legal) is any group of two or more persons whose purposes include the commission of illegal acts. Under this policy, the Board of Trustees prohibits existence of fraternities, sororities, party crews, secret societies & gangs and related activities as follows:

No student on or about school property or at any school activity:

- a) Shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, tattoo, or other things which are evidence of membership or affiliation in fraternities, sororities, party crews, secret societies & gangs.
- b) Shall commit any act of omission, or use any speech, either verbal or non-verbal (gestures, handshakes, etc.) showing membership or affiliation in fraternities, sororities, party crews, secret societies & gangs.
- c) Shall use any speech or commit any act of omission in furtherance of the interests of any gang or gang activity, including, but not limited to:
 - Soliciting others for membership in fraternities, sororities, party crews, secret societies & gangs.
 - Requesting any person to pay protection or otherwise intimidating or threatening any person.
 - Committing any other illegal act or other violation of school district policies.
 - Inciting other students to act with physical violence upon any other person.

19. Student Transfer Requests

A parent/guardian may request the reassignment of a student to a designated school by completing an Online Intra-District or Inter-District Transfer Form. A transfer request must meet all criteria specified by Board Policy FDB (LOCAL) and Administrative Regulation FDB, and the requested school must have available space to comply with student/teacher ratios. All Inter/ Intra-District student transfers must have prior approval of the Superintendent or designee prior to the school year for which the transfer is requested, any other transfer request will be considered by the Superintendent or designee on a case by case basis.

When a parent, guardian, or adult student requests an Intra-District transfer from one SISD school to another, and it is determined that the transfer is being requested because of gang-related activities, threats from other students, bullying, and/or discipline issues, the following procedure will be followed:

- a) Upon receipt of an online Intra-District Transfer request, the Administrative Services Officer will communicate with the principal of the sending school to discuss the qualifying reason for transfer.
- b) If a qualifying reason is determined, the Administrative Services Officer will approve the qualifying reason. Upon approval, the student and the parent will confer with the principal of the receiving school to develop a plan for the student to improve his/her opportunity for success. The student's failure to comply with the agreed-upon plan will result in the student being returned to the home school in accordance with Administrative Regulations FDA/FDB.

Students who receive an Intra/Inter-District transfer shall follow all rules and regulations of the district and school, including but not limited to district policies and regulations, the Code of Conduct, and academic and attendance requirements. Failure to fulfill any of these responsibilities may result in the revocation of the transfer agreement at the end of the school year or at the end of the semester/nine weeks.

Victims of Bullying: See Bullying

Students found to have engaged in Bullying: See Bullying

20. The 19 Year Old Student

The 19 year old student who has more than five (5) unexcused absences in a semester may be withdrawn due to non-attendance for the remainder of the school year. An ARD shall be convened prior to the withdrawal of a 19 year old student with disabilities, receiving special education services for non-attendance.

21. Removal from the School Bus

A bus driver may refer a student to the CBC to maintain effective discipline on the bus. The CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques

fail to improve student behavior or when specific misconduct warrants immediate removal, the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

D. Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the Internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

Refer to Student Acceptable Use Policy in the Student Handbook for student expectation for appropriate use of Technology Resources and the Internet.

E. Discipline Management

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Section 161.081, Health and Safety Code.

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. To the extent any conflict exists, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF (LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see glossary) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer.

under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice. A disciplinary referral/incident will not be removed from the student's disciplinary history once it has been entered and disciplinary action has been taken.

Before the CBC or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Parental Involvement

The principal, campus behavior coordinator, or other appropriate administrator shall notify the parent of or person standing in parental relation to a student who has been placed in a disciplinary alternative education program (DAEP) or expelled of the parent's or person's right to request a behavioral agreement that specifies the responsibilities of the parent or person and student. The behavioral agreement must specify the responsibilities of the student and parent/guardian. If followed, the agreement may result in a reduced disciplinary placement period, as outlined in the agreement. Reduction in the disciplinary placement period does not entitle the student to different disciplinary placement. The decision to reduce, revoke, or amend the disciplinary placement period is at the sole discretion of the school administration. Compliance with the agreement is required for the reduction to remain valid.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the CBC office, or through Policy On Line at www.sisd.net.

Discipline Management during Remote Learning/Remote Conferencing if or when offered:

Socorro ISD shall adhere to the established Discipline Management Plan during remote learning/remote conferencing. Discipline consequences shall be administered dependent on the level of offense committed as outlined under Specific Categories and Consequences: Levels of Offenses below.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

Guidelines for Assessing Disciplinary Consequences

1. Disciplinary consequences shall be administered when necessary to protect students, school employees, or property and to maintain order and good discipline.
2. Students shall be treated fairly and equitably. Disciplinary action shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include:
 - a) Seriousness of the offense;
 - b) Student's age;
 - c) History: frequency of misconduct;
 - d) Student's attitude;
 - e) Potential effect of the misconduct on the school environment;
3. Scholastic consequences will not be imposed for disciplinary infractions.
4. Factor in suspension, removal to a DAEP, or expulsion shall include consideration of:
 - a) Self-defense;(see Appendix F)
 - b) Intent or lack of intent at the time the student engaged in the conduct;
 - c) A student's disciplinary history; and
 - d) A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.
 - e) A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
 - f) A student's status as homeless.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- In-school suspension, as specified in In-School Suspension.

- Out-of-school suspension.
- Placement in a DAEP.
- Placement in an On-Campus Alternative Education Program (CAEP)
- Placement and/or expulsion in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses.
- Expulsion.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain.
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

III. SPECIFIC CATEGORIES AND CONSEQUENCES OF OFFENSES

In-School suspension (ISS):

Misconduct: Students may be suspended for any behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

An in-school suspension is not subject to any time limit. A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]

Process

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School suspension (OSS):

Misconduct: Students may be suspended for any behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

A student shall not be assigned OSS more than three (3) consecutive days per incident. Partial day OSS will count towards the three consecutive school days. The number of days of a student's suspension shall be determined by the CBC, but shall not exceed three (3) consecutive school days.

The district shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that threatens the immediate health and safety of other students in the classroom
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

If a student is participating in the On-Campus Alternative Education Program (CAEP), student/parent must adhere to the rules and contract that the campus has implemented.

Process

State law allows a student to be assigned to out-of-school suspension for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Students with disabilities may be suspended no more than 10 days per year. (See Discipline Management: Students with Disabilities)

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions or participation in school-sponsored or school-related extracurricular and co-curricular activities.

Alternative Assignment

A person or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parent relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

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

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP-KEYS ACADEMY) (MANDATORY/DISCRETIONARY PLACEMENTS AND DISCRETIONARY EXPULSIONS)

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

CONSEQUENCES SHALL NOT BE DEFERRED PENDING THE OUTCOME OF A DAEP APPEAL. A STUDENT MUST BE CURRENTLY ENROLLED IN THE SOCORRO ISD DAEP TO BE ELIGIBLE FOR AN APPEAL.

The CBC may, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Restrictions During DAEP Placement:

The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct.

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be determined by the CBC, and the student will be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP Removal Notice Letter.

JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM JJAEP-CESAR CHAVEZ ACADEMY MANDATORY EXPULSIONS ONLY:

In deciding whether to order mandatory expulsion and place a student in JJAEP, the CBC shall take into consideration: See Guidelines for Assessing Disciplinary Consequences

Restrictions During JJAEP Expulsion:

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

CONSEQUENCES SHALL NOT BE DEFERRED PENDING THE OUTCOME OF A JJAEP APPEAL. A STUDENT MUST BE CURRENTLY ENROLLED IN THE SOCORRO ISD DAEP TO BE ELIGIBLE FOR AN APPEAL.

Seniors who are eligible to graduate and are assigned to a JJAEP at the time of graduation SHALL NOT be allowed to participate in graduation activities to include the graduation ceremony.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

LEVELS OF OFFENSES:

Level 1: Offenses Where Administrative Action is “Discretionary”

Level 2: Offenses “Requiring Limited” Administrative Action

Level 3: Offenses “Requiring Serious” Administrative Action

Level 4: Offenses “Requiring Major” Administrative Action

RECORDING OF CONFERENCE:

Recordings of Levels 1,2,3, and 4 conferences, if any, shall be maintained with the conference records. Upon parent request, a conference may be recorded by SISD with the consent of all present.

A. Level 1: Offenses Where Administrative Action is Discretionary

1. Being insubordinate
2. Failing to conform to classroom rules
3. Using of offensive, profane, vulgar, obscene language/gestures or verbal abuse (name calling, ethnic/racial slurs, or derogatory statements)
4. Defacing/damaging school property
5. Engaging in physical contact inappropriate to school environment
6. Loitering, being in wrong or restricted area of campus
7. Running, pushing, shoving, littering, throwing objects (which is not part of the supervised activity) or cutting in line
8. Producing loud/unnecessary noises
9. Eating, drinking, gum chewing in unauthorized areas
10. Violating safety rules
11. Engaging in any other comparable offense that disrupts the school environment or educational process and that does not require administrative intervention
12. Dress code violations
13. Tardiness or unexcused absences
14. School uniform violation
15. Academic dishonesty
16. Violation of cell phone/communications/electronic devices policy
17. Violating the Acceptable Use Policy (i.e. using the internet to view inappropriate sites)

B. Level 1: Classroom Discipline Options/Responses

Options at this level include, but are not limited to:

1. Verbal reprimand/warning
2. Student/teacher conference
3. Time-out in classroom
4. Withdrawal of privileges
5. Changing seat assignment
6. Telephone call or note to parent, legal guardian
7. Parent/Teacher conference
8. Detention (before school, lunch, afterschool, Saturday)
9. Counseling by teachers, counselors, or administrative personnel.
10. Community service assignment
11. Behavioral Management Plan/Contract
12. Confiscation of disruptive items
13. Other similar, appropriate discipline management techniques

C. Level 1: Disciplinary Procedures

Intervention should be immediate and consistent and should be handled by the teacher, paraprofessional, clerk, campus patrol, or administrator who observes the misbehavior. For classroom misbehaviors the teacher shall maintain a record of offenses and disciplinary actions. The teacher may send written notification to the parent. Repeated violations shall result in a more severe response and/or referral to Level II. The CBC may determine that Level II disciplinary options are required for the misconduct.

D. Level 2: Offenses “Requiring Limited” Administrative Action

1. Repeated minor violation of classroom/school rules
2. Violating bus rules
3. Truancy or persistent tardies
4. Damage to school property up to a value of \$20.00
5. Gambling
6. Leaving school grounds or education setting without permission
7. Loitering, littering, trespassing, or vandalizing school property.
8. Academic Dishonesty
9. Engaging in any other comparable offense that disrupts the school environment or education process that requires administrative action.
10. Violation of Health and Wellness Protocols (Unintentional Violation)

E. Level 2: Discipline Options

Options at this level include but are not limited to:

1. Administrative conference with student
2. Restitution for damage
3. Counselor referral
4. Parent conference
5. Telephone call or note to parent/legal guardian
6. Loss of privileges
7. Detention (before school, lunch, afterschool, Saturday)
8. Reassignment of classes
9. In School Suspension (ISS)/Special Assignment Class (SAC)
10. Loss of bus privileges
11. Special assignments, community service
12. Notification of outside agency and or police, with filing of charges when appropriate
13. Loss of academic credit for truancy if student falls below 90%
14. Confiscate inappropriate materials
15. Other similar, appropriate discipline management techniques

F. Level 2: Disciplinary Procedures

1. A Student Discipline Referral Form must be completed for each infraction and may be initiated by any school employee. For each offense, written notification, not to exceed one page, must be sent to the parents within twenty-four hours. (Sec. 37.001(b))
2. The CBC will investigate the infraction(s) and, if necessary, confer with the person initiating the report.
3. The CBC will give the student an opportunity to explain his/her version of the incident.
4. The CBC will determine the disciplinary action to be taken, record the action taken on the Student Discipline Referral Form, and distribute copies as appropriate.

G. Level 3: Offenses “Requiring Serious” Administrative Action (TEC Sec.37.002 & 37.006)

A student shall be removed from class and placed in the appropriate Socorro ISD Disciplinary Alternative Education Program (TEC Sec. 37.008) for the following offenses which occur on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school sponsored or school related activity on or off of school property:

CONSEQUENCES SHALL NOT BE DEFERRED PENDING THE OUTCOME OF A DAEP APPEAL.
A STUDENT MUST BE CURRENTLY ENROLLED TO BE ELIGIBLE FOR AN APPEAL.

MANDATORY DAEP PLACEMENT:

PEIMS CODE	Offenses “Requiring Serious” Administrative Action
035/026	1. Engages in conduct related to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary)
002	2. Engages in conduct punishable as a felony.
027/028	3. Commits an assault (see glossary) under Penal Code S22.01 (a)(1).
*	4. Except as provided by Education Code 37.007(a)(3), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. [School-related felony drug offenses are addressed in Expulsion.]
62	5. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
005	6. Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
68	7. Sells, gives, or delivers to another person an e-cigarette, as defined by Section 161.081, Health and Safety Code.
006	8. Behaves in a manner that contains the elements of an offense relating to an abusable volatile chemicals.
007	9. Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
060	10. Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1),(2),(3), or (7).
*	11. Engages in expellable conduct and is six to nine years of age.

*	12. Commits a federal firearms violation and is younger than six years of age.
074	13. Engages in conduct that contains the elements of the offense of retaliation under Penal Code 36.06 against any school employee or volunteer on or off school property.
75	14. Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off school property
009/010/ 069	15. The student receives deferred prosecution [see Glossary], or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the superintendent or designee has a reasonable belief [see Glossary] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code: 1. A felony offense under Title 5; 2. The offense of deadly conduct under Section 22.05; 3. The felony offense of aggravated robbery under Section 29.03; 4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or 5. The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

* Will be coded based upon the behavior the student has committed.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses.

The office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement. The student may not be returned to the regular classroom pending the review.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the CBC shall complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the CBC fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

A student may be removed from class and placed in the appropriate Socorro ISD Disciplinary Alternative Education Program (TEC Sec. 37008) for the following offenses which occur on or off school property, within 300 feet of school property or while attending a school sponsored or school related activity on or off of school property:

DISCRETIONARY DAEP PLACEMENT:

PEIMS CODE	Offenses "Requiring Serious" Administrative Action
021K	1. Persistent Misbehavior (See Appendix F)
021K	2. Repeated interference with teacher's ability to teach {TEC Sec. 37.002 (b)(1)}
021P	3. Behavior so unruly, disruptive, or abusive that it interferes with the teacher's ability to teach {TEC Sec. 37.002 (b)(2)}
021K	4. Displaying or distributing materials not approved by school officials
021H	5. Forgery or any tampering with notes or school related documents, academic dishonesty, artificial intelligence (AI)
021C	6. Insubordination (failing to comply with the lawful directives of school personnel)
021K/041	7. Inciting a fight, or fighting
021K	8. Involved in gang activity, including participating as a member or pledge, or soliciting another person to become a pledge or member of a gang.
021K	9. Involved in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of such a group.
021T	10. Robbery or theft
021P	11. Intentionally engaging in disruptive activities on a campus, school property, or at school sponsored activity
021K	12. Disruption of lawful transportation of students to or from school or school sponsored activities
021I	13. Sexual harassment (non-employee)
061A	14. Verbal abuse including name calling/slander/taunting/bullying/cyberbullying
21K	15. Racial Discrimination i.e., taunting, gesturing, racial or ethnic slurs
21D	16. Profane, vulgar, obscene/ written/oral language and/or gestures toward a district employee
002	17. Extortion, coercion, blackmail
021E	18. Tagging and/or possession of graffiti paraphernalia at school or school activity
049	19. Deadly conduct
021K/002	20. Hazing as defined by TEC Sec. 37.151 through TEC Sec. 37.15 29.
021P	21. Engaging in any comparable offense that disrupts the school environment or educational process that requires administrative action
021K/021N	22. Misuse of e-mail and/or internet
021K/035	23. Making or being a party to 911 calls
021K	24. Gambling i.e. dice, cards, etc. (when anything of monetary value is exchanged based on the activity)
021N	25. Misuse of Portable Communication Devices on school property or at a school function which disrupts the school sponsored activity or invades personal privacy or engages in any illegal activity. i.e. cell phones/smart phones, pagers, iPods, radios, camcorders, cameras, etc...

021Q	26. Possession of a knife that does not require a mandatory expulsion. Possession of an object that has been modified for the intended purpose of being used as a weapon.
021K	27. Activating a fire alarm. Tampering with any fire suppression equipment: fire hose, or fire extinguisher.
021K	28. Making or disseminating a hit list.
021K	29. Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties.
021K	30. Attempt to access or circumvent passwords or other security related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
021K/021E	31. Attempt to alter, destroy, or disable district computer equipment, district data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
021K/021N	32. Use the Internet or other electronic communication(s) to threaten district students, employees or volunteers including off school property if the conduct causes a substantial disruption to the educational environment.
061A	33. Send, post, or share electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment.
021K	34. Use e-mail or Web sites at school to encourage illegal behavior or threaten school safety.
021K	35. Possess published or electronic material that is designed to promote or encourage illegal behavior that could threaten school safety.
021K/021F/021I	36. Engage in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has not had a dating relationship.
021N	37. Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.
021U	38. Possession of drug paraphernalia. Possess, use, give, or sell paraphernalia related to any prohibited substance. (See Appendix F "paraphernalia.")
021L	39. School fire not considered a felony.
061A	40. Bullying to include cyberbullying as defined in Appendix F of this Code.
061B	41. Engaging in bullying that encourages a student to die by suicide
061C	42. Inciting violence against a student through group bullying.
061D	43. Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
021K 021K 021K 021K 021K 021K 021K 012 021Q 011-011A-E 021K 021K 021K 021K 021K 021K 021K 021K 021K 021K	44. Possession or use of: <ul style="list-style-type: none"> • Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device; • A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person; • A "look-alike" weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon. • An air gun or BB gun • Ammunition; • A hand instrument designed to cut or stab another by being thrown; • Knuckles • A location restricted knife; • A pocketknife or any other small knife; • *A firearm silencer or suppressor • A club • A stun gun; • Mace or pepper spray; • Nicotine products, including nicotine pouches • Pornographic material; • Tobacco products, cigarettes, e-cigarettes; and any component, part, or accessory for an e-cigarette device; • Matches or a lighter; • A laser pointer for other than an approved use; or • Any article not generally considered weapons, including school supplies, when the Principal or designee determines that a danger exists. <p>*For weapons and firearms, see Level 4 Offenses. In most circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.</p>
021K	45. Selling, giving or delivering to another person, possessing or using, or being under the influence of spice-k2-synthetic marijuana.
21PD	46. Use of Personal Communication Device
021S	47. Sexual Misconduct occurs when students engage in consensual sexual intercourse as defined by TEC Section 21.01 (3) on or within 300 feet of school property or while attending a school sponsored or school related activity on or off of school property.
021W	48. Violation of Health and Wellness Protocols (Intentional Violation)
065	49. Threatens immediate health and safety of other students in classroom (TEC 37.005 (c) (2))

066	50. Documented repeated or significant disruption to the classroom – TEC 37.005 (c) (3)
070	51. Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
071	52. Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
067	53. Possesses or uses an e-cigarette, as defined by Section 161.081, Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

A student may also be removed from class and placed in the appropriate Socorro ISD Disciplinary **Alternative Education Program based on conduct not occurring on school property or at a school sponsored or related activity off school property.** {TEC SEC. 37.006(d)(e)}

H. Level 3: Discipline Options

In addition, a student may be removed from class and placed in an Disciplinary Alternative Educational Program under TEC Section 37.006(d) based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if: (1) the Superintendent or the Superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than those defined in Title 5, Penal Code, and (2) the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. In determining that there is a reasonable belief that a student has engaged in conduct defined as a felony offense by the Penal code, the Superintendent or the Superintendent's designee may consider all available information, including the information furnished under Article 15.27, code of Criminal Procedure.

A student who on school property or at a school-related event on or off school property sells, gives, delivers, possesses, uses, or is under the influence of any amount of prohibited drugs, alcohol, or an inhalant maybe placed in a Disciplinary Alternative Education Program on the first offense; however, if the student sells, gives, delivers, possesses, uses or is under the influence of prohibited drugs, alcohol, or an inhalant of any amount a second time in the same school year, the student may be expelled.

The Board delegates to the CBC the authority to remove a student to a Disciplinary Alternative Education Program in which the student will be separated from the other students for the entire school program day and will be provided instruction in the core subjects with the goal of reaching/maintaining grade level. Counseling services will be provided to the student.

Students placed in a Disciplinary Alternative Education Program are prohibited from attending or participating in school-sponsored or school-related extracurricular and non-curricular activities during the period of placement.

1. The maximum length of time for state required DAEP placement at Level 3...18 weeks for secondary students* (60 days with parent involvement-6 sessions) 9 weeks for elementary students* (30 days with parent involvement-6 sessions)
2. The maximum length of time for discretionary DAEP placement at Level 3... 9 weeks for secondary students* (30 days with parent involvement-6 sessions) 9 weeks for elementary students* (30 days with parent involvement-6 sessions)

*Assuming student successfully completed the academic, disciplinary, and attendance requirements and it is the end of a grading period, when appropriate, as explained during the student's intake at the DAEP/JAEP with parents and school personnel.

Administrative discipline options for Level 3 Offenses, when a student is not placed in a DAEP may include, but are not limited to:

1. Reassignment of classes
2. In School Suspension (ISS)/Special Assignment Class (SAC)
3. Suspension as defined in TEC, S.37.005
4. Notification of police, with filing of charges when appropriate
5. Voluntary enrollment in a residential drug or alcohol rehabilitation/treatment program. The terms of placement prohibit the student from attending or participating in a school-sponsored or school-related activity (Sec. 37.006 (c))
6. Any other similar, appropriate discipline management techniques

NEWLY ENROLLED STUDENTS

A student assigned to a DAEP in an open-enrollment charter school or another district, including a district in another state (if the behavior committed is a reason for DAEP placement in the receiving district), at the time he or she enrolls in the district will be placed directly into the district's DAEP.

A newly enrolled student with a DAEP placement from another district in another state will be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

ELEMENTARY SCHOOL STUDENTS TEC Sections 37.006(f)(1)/37.007(e)(2)

Students who are younger than ten years of age shall be removed from class and placed in a Disciplinary Alternative Education Program if the student engages in conduct for which expulsion would be required by TEC Sec. 37.007.

An elementary school student may not be placed in a Disciplinary Alternative Education Program with any other student who is not an elementary school student.

A student who is younger than six years of age may not be removed from class and placed in a Disciplinary Alternative Education Program unless the student commits a federal firearm offense.

I. Level 3: Disciplinary Procedures – Suspension/DAEP

1. A Student Discipline Referral Form must be filled out for every offense. Any school employee may initiate this report.
2. The CBC or appropriate administrator must send a copy of the teacher's documentation of the Code of Conduct violation to the student's parent or guardian within 24 hours of receiving it.
3. The CBC or appropriate administrator will make every reasonable effort to notify parents immediately if their child(ren) is taken into police custody.

4. The CBC reviews reports of the student's behavior. If it is found that the student's behavior does not constitute a Level III behavior, the student may be disciplined using Level II options.
5. If the CBC concludes that the student's behavior constitutes a Level III violation, he/she shall advise the student that the records indicate the student's conduct meets the guidelines and that he/she is considering suspension or removal of the student to a Disciplinary Alternative Education Program. Before suspending a student, the CBC shall consider reasonable alternatives.
6. The student must be afforded an opportunity to respond to the CBC's conclusion that the student's conduct meets the guidelines for a Level III offense.
7. Before suspending a student, the CBC shall consider reasonable alternatives. If, after administering due process, the CBC determines that suspension is the most appropriate alternative, the CBC is not required to precede the suspension with another disciplinary action. The parent, guardian, or adult student is notified, and a copy of the Student Discipline Referral Form is given to the student for delivery to the parent or guardian. The student is excluded from attending any school functions or being on or about school property without the CBC's permission during the time the student is suspended (not to exceed three school days).
8. If, after this informal due process hearing, the CBC recommends placement of the student into a Disciplinary Alternative Education Program, the parent, guardian, or adult student is notified by letter of the Disciplinary Alternative Education Program recommended placement.

NOTIFICATION:

- a) The Notice of Removal Conference Letter shall advise the parent, guardian, or adult student that a conference shall be scheduled within three school calendar days, and shall specify the date, time, and place of the conference.
- b) The Notice of Removal Conference Letter shall contain the reason(s) for the removal and shall include a list of persons who may appear at the conference.
- c) The student, parent, or guardian may be represented by another adult or by legal counsel at this conference.
- d) The parent, guardian, or adult student may, within three school calendar days, present notice of intent to appeal in writing. (see appeal of placement)

CONFERENCE:

At the conference, the CBC or appropriate administrator shall inform the student, orally or in writing (as per Discipline Removal Report), of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history, or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

PLACEMENT:

- a) The CBC or other hearing officer shall deliver to the student and the student's parent or guardian a copy of the order through a Removal Notice Letter, placing the student in a Disciplinary Alternative Education Program
- b) An appeal form shall be attached to the Removal Notice Letter. An appeal form must be filed within three (3) school calendar days of the date of the removal notice to the appropriate administrator.
- c) If there is no written appeal or request for a hearing, the right to a hearing will be considered waived and the placement remains in effect.
- d) The CBC is the hearing officer for his/her school; when the CBC is not considered impartial, another administrator will be appointed as the hearing officer by the appropriate assistant superintendent.
- e) Before a student may be placed in a Disciplinary Alternative Education Program for a period that extends beyond the end of the school year, it must be determined that:
 - 1) The student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or to another individual; or
 - 2) The student has engaged in serious or persistent misbehavior that violates the district's Code of Conduct. TEC Sec. 37.009.

If a student receives Special Education or 504 services a manifestation determination must be held prior to change of placement. (See sections VII-Discipline under Section 504 and VIII-Discipline of Special Education (Disabled) Students)

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

The CBC or other hearing officer shall deliver to the student and the student's parent or guardian a copy of the order placing the student in a Disciplinary Alternative Education Program. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent. Not later than the second business day after the hearing, a copy of such order shall be delivered to the authorized officer of the juvenile court in the county where the student resides. TEC Sec. 37.010(a)

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

APPEAL OF SUSPENSION/DAEP PLACEMENT:

CONSEQUENCES SHALL NOT BE DEFERRED PENDING THE OUTCOME OF A DAEP APPEAL. A STUDENT MUST BE CURRENTLY ENROLLED IN THE SOCORRO ISD DAEP TO BE ELIGIBLE FOR AN APPEAL.

- a) If, after a CBC's hearing, the parent, guardian, or adult student chooses to appeal DAEP placement, a district Appeal Form must be filed with the appropriate Assistant Superintendent within three school calendar days.
- b) The appropriate Assistant Superintendent will review the Disciplinary Alternative Education Program placement appeal, and may reinstate the student, assign a different alternative placement, or uphold the CBC's decision.
- c) If, after the appropriate Assistant Superintendent hearing, the parent, guardian, or adult student chooses to appeal DAEP placement, a district Appeal Form must be filed, within three school calendar days, with the Assistant Superintendent of Administrative Services to request a hearing before the District Appeals Committee.
- d) If a District Appeals Committee hearing is requested, the District Appeals Committee will conduct the hearing and render a decision within thirty calendar days after the date of the request for a hearing. During the pendency of appeal, the superintendent or his/her representative may make a Disciplinary Alternative Education Program placement.
- e) If an appeal is requested, the District Appeals Committee will conduct the appeal hearing and render a decision within thirty calendar days after the date of the request. Pending the expulsion hearing, the student shall be placed in a DAEP.
- f) The Assistant Superintendent of Administrative Services shall deliver, personally or by mail, a copy of the District Appeals Committee's decision to the parent, guardian, or adult student.

The board of trustees delegates to the District Appeals Committee authority to conduct hearings and suspend/expel students.

Disciplinary consequences shall not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the District Appeals Committee.

Students, who have committed a Level 3 discretionary offense will have their placement reviewed at the 30 school day mark. They may be allowed to return to their home campus if they have:

- a) No unexcused absences;
 - b) Are passing all of their course-work;
 - c) No discipline referrals;
 - d) Parents have attended six parenting sessions provided/approved by KEYS Academy.
- Students are only eligible for the early exit program one time during a school year.

Mandatory secondary placements – to include placements made for drugs, alcohol or weapons – will have their placement reviewed at the 30 and/or 60 school day mark. They may be allowed to return to their home campus if they have:

- a) No unexcused absences;
 - b) Are passing all of their course-work;
 - c) No discipline referrals;
 - d) Parents have attended six parenting sessions provided/approved by KEYS Academy.
- Students are only eligible for the early exit program one time during a school year.

If a placement in a DAEP extends beyond the 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the District Appeals Committee.

If a student was removed at the request of a teacher (Sec 37.002), the student may not be returned to the classroom of the teacher who removed the student without that teacher's written consent, unless it is determined by the Placement Review Committee or the campus threat assessment and safe and supportive school team that this is the best or only alternative available. The teacher may not be coerced to consent. TEC Sec. 37.009(e)

The district is not required under this subsection to provide in the district's Disciplinary Alternative Education Program a course not specified under TEC Sec. 38.008(a).

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who has transportation designated as a related service in the student's IEP or Section 504.

EMERGENCY PLACEMENT IN DAEP

In situations which the CBC or other appropriate administrator considers to be an emergency, the CBC may order the immediate placement of a student when a student is so unruly, disruptive, or abusive that the student's presence seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity.

CONTINUATION OF PLACEMENT IN DAEP

A student's placement in a Disciplinary Alternative Education Program (DAEP) may be continued if he or she fails to complete the requirements of a DAEP program during the term of his or her removal to such a program.

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a DAEP placement and if the student then re-enrolls in the district during the same or subsequent school years, the district may enforce the order at that time, less any period of the DAEP placement that has been served by the student during enrollment in another district.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP or JJAEP. See policy FOCA(LEGAL) and FODA (LEGAL) for more information.

J. Level 4: Offenses “Requiring Major” Administrative Action (Sec. 37.007)

A student must be expelled under federal or state law from school, on or off of school property, for the following offenses as per TEC Sec. 37.007 (a)(d)

CONSEQUENCES SHALL NOT BE DEFERRED PENDING THE OUTCOME OF A JJAEP APPEAL. A STUDENT MUST BE CURRENTLY ENROLLED IN THE SOCORRO ISD DAEP TO BE ELIGIBLE FOR AN APPEAL.

MANDATORY DAEP AND/OR JJAEP PLACEMENT:

The parent or guardian will be notified in writing of the following situation involving his/her child:

PEIMS CODE	“Requiring Major” Administrative Action
073	1. Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
011	2. Bringing to school or possessing at school, including any setting that is under the district’s control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See glossary.) <i>Note:</i> Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety. <i>Under the Penal Code</i>
	3.. Unlawfully carrying on or about the student’s person the following, in the manner prohibited by Penal Code 42.06:
011A, 011B, 011C, 011D, or 011E	<ul style="list-style-type: none">A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See glossary.) <i>Note:</i> A student may not be expelled solely on the basis of the student’s use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
012	<ul style="list-style-type: none">A location restricted knife, as defined by state law. (See glossary.)
014J	4. Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See glossary.)
029/030 016	5. Behaving in a manner that contains elements of the following offenses under the Penal Code: <ul style="list-style-type: none">Aggravated assault, sexual assault, or aggravated sexual assault.Arson. (See glossary.)
017 018 019/072 046/076 047 048 057 036	<ul style="list-style-type: none">Murder, capital murder, or criminal attempt to commit murder or capital murder.Indecency with a child.Kidnaping or aggravated kidnapping.Burglary, robbery, or aggravated robbery.Manslaughter.Criminally negligent homicide.Continuous sexual abuse of a young child or disabled individual. Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of, a controlled substance, or a dangerous drug.,
027	6. Engaging in conduct that contains elements of assault against a school employee or volunteer
014A 014B 014C 014D 014G 014H 014I 014E 014J	7. Conduct containing the elements of an offense relating to a Prohibited Weapon <ul style="list-style-type: none">Explosive WeaponMachine GunShort Barrel FirearmFirearm SilencerArmor-Piercing AmmunitionChemical Dispensing DeviceZip GunTire Deflation DeviceManufacturing, Transporting, Repairing, or Selling of a Prohibited Weapon

*Offender must be charged with a mandatory expulsion offense.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

A student may be expelled for any of the following offenses: TEC Sec. 37.007 (Any Location)

PEIMS CODE	Discretionary Expulsion to a DAEP: Misconduct that may result in Expulsion to a DAEP.
059	1. While placed in a Disciplinary Alternative Education Program for disciplinary reasons, the student continues to engage in serious or persistent misbehavior that violates the district's Code of Conduct. {TEC Sec. 37.007(c)}

022	2.	The student engages in criminal mischief under Penal Code Sec 28.03, if the conduct is punishable as a felony, whether committed on or off school property or at school-related activities. The student shall be referred to the authorized officer of the juvenile court regardless of whether the student is expelled. {TEC Sec. 37.007(f)}
	3.	While on or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off of school property, engaging in conduct that involves the selling, giving or delivery to another person or possessing or using or being under the influence of the following in any amount: {TEC Sec. 37.007(b)(2)}
036	a)	Marijuana, or a controlled/illegal substance as defined by Chapter 481, Health and Safety Code or by 21 USC 801, et. seq.,
005	b)	A dangerous drug, unless the conduct is punishable as a felony, as defined by chapter 487, Health and Safety Code or
006	c)	Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Sec. 485.031 through 485.034, Health and Safety Code
035	4.	Engages in conduct involving a public school that contains the elements of the offense of false alarm or report (including a bomb threat) under Sec 42.06. Penal Code or terroristic threat under Sec 22.07, Penal Code
011A-E	5.	Subject to Subsection (d) of the TEC Sec, 37.007, while within 300 feet of school property, as measured from any point on the school's real property boundary line,
011	a)	Engages in conduct specified by Subsection (a) TEC Sec. 37.007 or
	b)	Possesses a firearm, as defined by 18 U.S.C. Section 921
058	6.	Breach of Computer Security under Penal Code Sect. 33.02
061A	7.	Bullying to include Cyberbullying as defined in Appendix F of this Code
061B	8.	Engaging in bullying that encourages a student to die by suicide
061C	9.	Inciting violence against a student through group bullying.
061D	10.	Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

In situations where a student expelled from another district (in or out of state) enrolls in a new district, the new district in which the student enrolls may continue the expulsion under the terms of the previous district's order, may place the student in a Disciplinary Alternative Education Program for the period specified by the expulsion order, or may allow the student to attend regular classes without completing the period of expulsion.

K. Level 4: Discipline Options

Options at this level include but are not limited to:

- Expelled students are prohibited from being on school grounds or attending school related extracurricular activities during the period of expulsion. The maximum term of an expulsion is one calendar year.
- Notification of police, with the filing of charges when appropriate. Any student, who engages in conduct that contains the elements of the offense of felony criminal mischief under S.28.03, Penal Code, whether or not expelled, shall be referred to the authorized officer of the juvenile court.
 - In accordance with federal law, the school district must expel a student who brings a firearm, as defined by 18 USC Section 921, to school. The student must be expelled from the student's regular campus for a period of at least one year, except that:
 - The Superintendent or Assistant Superintendent of the school district may modify the length of the expulsion in the case of an individual student; and

The district may provide educational services to the expelled student in a Disciplinary Alternative Education Program as provided by Section 37.008.
- Students under the age of ten cannot be expelled from the district; must be placed in a DAEP for the expellable offense. Maximum length of time...18 weeks*
- The maximum length of time for discretionary JJAEP placement at Level 4 for secondary students...one year*(180 days)
- The maximum length of time for discretionary DAEP placement at Level 4 for elementary students is 9 weeks*

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 [see Glossary] of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

- The date on which the student's conduct occurred
- The location at which the conduct occurred;
- Whether the conduct occurred while the student was enrolled in the district; or
- Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

- Threatens the safety of other students or teachers;
- Will be detrimental to the educational process; or
- Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

- The student graduates from high school;
- The charges are dismissed or reduced to a misdemeanor offense; or
- The student completes the term of the placement or is assigned to another program

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

***Assuming student successfully completed the academic, disciplinary, and attendance requirements and it is the end of a grading period, when appropriate, as explained during the student's intake at the DAEP/JJAEP with parents and school personnel.**

L. Level 4: Disciplinary Procedures

1. A Student Discipline Referral Form must be filled out for every offense. Any school employee may initiate this report.
2. For each offense, written notification, not to exceed one page, must be sent to the parents within twenty-four hours.
3. The CBC or appropriate administrator will make every reasonable effort to notify parents immediately if their child(ren) is taken into police custody.
4. CBC reviews reports of a student's behavior. If it is found that the student's behavior does not constitute a Level IV behavior, the student may be disciplined using Level III options.
5. If the CBC concludes that the student's behavior constitutes a Level IV violation, he/she shall advise the student that the records indicate the student's conduct meets the guidelines and that he/she is considering recommendation for expulsion of the student.
6. Before a student is proposed for expulsion, the CBC should advise the student of the reason(s) for the recommendation and afford the student the opportunity to respond. After this initial conference with the student, the CBC may propose the student for expulsion, and schedule a hearing. Pending a hearing unless the student is removed under the emergency placement or expulsion provisions, the student may be suspended for up to three school days, removed to a DAEP placement, ISS/SAC, and/or some alternative supervised arrangement. Such removal excludes the student from attending any school function or being on or about school property.
7. The CBC shall make reasonable efforts to notify the parent prior to removing the student from school property. Efforts to contact the parent are to be documented by the CBC. If the parent cannot be notified prior to removal, the parent must be notified after the removal. The reason(s) for the removal/expulsion must be explained. If available, a copy of the Student Discipline Referral Form shall be given to the student with the recommendation for expulsion.
8. Any student who is removed from school property who is in a condition that threatens his/her own welfare or the welfare of others must be released to the student's parent/guardian, a representative of the parent, or other proper authority, including, but not limited to law enforcement officers and medical personnel. A minor student (younger than eighteen years of age) is not to be sent home during the day unless the parent or guardian has been notified.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

NOTIFICATION:

A Notice of Expulsion Hearing Letter from the CBC explaining the recommended expulsion shall advise the parent, guardian, or adult student that a prompt hearing with the appropriate administrator at the next level of appeal will be arranged within **seven school calendar days** unless the parent, guardian or adult student requests in writing that it be held at a later date. Students who are eighteen or older are adults; however, parents shall be notified if the adult lives in the parent's home unless the adult student expressly prohibits the notification in writing.

The Notice of Expulsion Hearing Letter shall contain a statement of the reason(s) for the proposed expulsion and shall include a list of persons who may appear at the hearing. If the parent, guardian, or the adult student desires, he/she may appoint an adult or legal counsel to represent him/her. This appointment must be in writing and signed by the parent, guardian, or adult student. If the parents and/or adult student do not desire a hearing, the right to a hearing may be waived, and the appropriate administrator will act on the recommended expulsion. The waiver of the hearing should be in writing and signed by the parents and/or adult student, and if not, should be otherwise documented in writing by the CBC.

For any hearing regarding the proposed expulsion, the parent, guardian, or adult student shall be afforded the following:

- a) Prior notice of the charges and the proposed sanctions in order to allow a reasonable opportunity for preparation.
- b) Right to full and fair hearing. The hearing shall afford appropriate due process as required by law.
- c) Right to an adult representative or legal counsel. At the hearing, the student must be represented by the student's parent or guardian or another adult who can provide guidance to the student and who is not an employee of the school district.
- d) Opportunity to testify and to present evidences and witnesses in his/her defense.
- e) Opportunity to examine the evidence presented by the school administration and to question the administration's witnesses.
- f) Copy of the expulsion notice and an explanation of right to appeal.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

APPEAL OF PLACEMENT:

CONSEQUENCES SHALL NOT BE DEFERRED PENDING THE OUTCOME OF A JJAEP APPEAL. A STUDENT MUST BE CURRENTLY ENROLLED TO BE ELIGIBLE FOR AN APPEAL.

After any hearing by the CBC, the parent, guardian, or adult student and the Assistant Superintendent for Administrative Services, shall be notified in writing of the decision. The Expulsion Recommendation Notice shall be referred to as an order. An appeal form shall be attached to the Expulsion Recommendation Notice addressed to the parent. If the decision is to expel the student, then said order shall state the terms of and the reason(s) for the expulsion. Not later than the second day after the date of the hearing, a copy of the order shall also be delivered to the authorized officer of the juvenile court in the county where the student resides.

- a) Such decision may be appealed to the District Appeals Committee. (Policy FOD) If the parent, guardian, or adult student chooses to appeal the expulsion, the following procedures must be initiated.
- b) Within three-school calendar days of the date of the CBC's decision, the parent, guardian, or adult student must file an Appeal Form with the Assistant Superintendent of Administrative Services to request a hearing before the District Appeals Committee. Any appeal should be addressed to:

Socorro Independent School District
 District Appeals Committee
 c/o Assistant Superintendent of Administrative Services
 12440 Rojas Drive
 El Paso, Texas 79928

The Board of Trustees delegates to the District Appeals Committee authority to conduct hearings and suspend/expel students.

The student will be excluded from attending any school functions or being on or about school property during the pendency of any appeal unless specifically authorized by the CBC or Superintendent.

- a) If an appeal is requested, the District Appeals Committee will conduct the appeal hearing and render a decision within thirty calendar days after the date of the request. Pending the expulsion hearing, the student shall be placed in a DAEP.
- b) The Assistant Superintendent shall deliver, personally or by mail, a copy of the District Appeals Committee's decision to the parent, guardian, or adult student. A copy of the order shall also be delivered to the authorized officer of the juvenile court in the county in which the student resides.
- c) After the District Appeals Committee hearing, the parent, guardian, or adult student may appeal the decision of the District Appeals Committee to a State District Court of El Paso County.
- d) The district will cooperate with governmental agencies and community organizations providing services to students whom have been expelled.
- e) After the school district notifies the parent or guardians of a student that the student has been expelled, the parent or guardian shall provide adequate supervision of the student during the period of expulsion.

IV. PLACEMENT AND/OR EXPULSION FOR CERTAIN SERIOUS OFFENSES

This section includes two categories of serious offenses for which the Education Code provides unique procedures and specific consequences.

1. Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement will be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

- a) Threatens the safety of other students or teachers,
- b) Will be detrimental to the educational process, or
- c) Is not in the best interest of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the District Appeals Committee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstance above that allow for the expulsion, the student's presence in the regular classroom:

- a) Threatens the safety of other students or teachers,
- b) Will be detrimental to the educational process, or
- c) Is not in the best interest of the district's students.

Any decision of the District Appeals Committee under this section is final and may not be appealed.

Length of Placement

- a) The student graduates from high school,
- b) The charges are dismissed or reduced to a misdemeanor offense, or
- c) The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

V. SEXUAL ASSAULT AND CAMPUS ASSIGNMENT

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

VI. RECOMMENDED REMOVAL OF A STUDENT FROM CLASS BY A TEACHER (TEC Sec. 37.002)

A. A teacher may remove a student from class under the following circumstances:

Teachers are encouraged to maintain a Cumulative Discipline record to document student behavior and interventions. Teachers will continue reporting student discipline interventions on Eduphoria.

1. Discretionary teacher removal of a student to office (routine/limited offenses)

A teacher may send a student to the CBC's office in order to maintain effective discipline in the classroom. Teachers may still send students to the office for routine discipline problems. The CBC shall respond by following the discipline techniques outlined in the Code of Conduct for Level 2: Offenses "Requiring Limited" Administrative Action.

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom.
 - In-school suspension.
 - Out-of-school suspension.
 - DAEP.
2. A teacher or administrator **must** remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault, the student may not be returned to the teacher's class without the teacher's written consent.

When a student has been formally removed by a teacher for any other conduct, the student may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative available, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy provide for such an appeal to be made to this team.

B. Placement Review Committee (TEC Sec. 37.003)

1. Each campus shall establish a three-member committee to determine placement of a student when a teacher refuses the return of a student to the teacher's class and make recommendations to the district regarding readmission of expelled students. The teacher refusing to readmit the student may not serve on the committee.
2. Members shall be appointed as follows:
 - a) The campus faculty shall choose two teachers to serve as members and one teacher to serve as an alternate member.
 - b) The CBC shall choose one member from the professional staff of a campus.
3. The CBC, or principal's designee, determines disciplinary actions. The Placement Review Committee has no role regarding sanctions or disciplinary consequences. The Placement Review Committee only meets when a teacher refuses the return of a student to the teacher's class or when a recommendation is required to readmit an expelled student.

VII. DISCIPLINE UNDER SECTION 504

Students with Disabilities under Section 504 of The Rehabilitation Act of 1973

A student eligible under Section 504 shall not be removed to a Disciplinary Alternative Education Program or expelled to JJAEP unless the district first determines that the misbehavior is not a manifestation of the student's disability. That determination may be made by the same group of people who make placement decisions (504 Committee.) The group must have available to it evaluation data that is recent enough to afford an understanding of the student's current behavior. At a minimum, the group shall include persons knowledgeable about the student and the meaning of the evaluation data. The committee will consider the following questions: (1) was the conduct in question caused by, or did it have a direct and substantial relationship to, the student's disability? Or (2) was the conduct in question the direct result of the district's failure to implement the accommodation plan?

If it is determined by the Section 504 committee that the misconduct is not related to the student's disabling condition, the student may be excluded from school in the same manner as similarly situated non-disabled students are excluded. If it is determined that the conduct is related to the student's disability, the committee must consider whether the student's current educational placement is appropriate and whether any changes or revisions are necessary to the student's accommodation plan.

VIII. DISCIPLINE OF SPECIAL EDUCATION (DISABLED) STUDENTS

The district will provide parents/guardians with TEA's **Special Education: Parents and Student Rights** booklet. This booklet contains information concerning students with disabilities, including information relating to discipline. Copies are available from the Special Education Department.

A student with disabilities may be ordered to an appropriate interim alternative education setting, another setting, or supervision (to the extent such alternatives would be applied to students without disabilities), and to the extent it does not constitute a change in placement. A change in placement occurs if the student is removed from the current educational placement for more than ten consecutive school days or there have been a series of removals that cumulate to more than ten school days in a school year and constitute a pattern of removal.

The placement of a student with a disability who receives special education may be made by a duly constituted Admission, Review, and Dismissal ("ARD") committee. A student with a disability who receives special education services may not be placed in alternative education programs solely for educational purposes if the student does not also meet the criteria for alternative placement in TEC 37.006.

If such a disciplinary action is taken, or if the change in placement will exceed 10 days, the parents will be notified of the decision and given their procedural safeguards. Additionally, no later than 10 school days after the date on which the decision to take that action is made, the ARD committee shall conduct a manifestation determination review. The ARD committee must determine whether the behavior of the student is a manifestation of the student's disability. When making a manifestation determination, the ARD committee shall consider all relevant information, including evaluation and diagnostic results, such results or other relevant information supplied by the parents of the student, observations of the student, and the student's IEP and placement. In order to conclude that the student's behavior is a manifestation of the student's disability, the ARD committee must determine: (1) the conduct in question was caused by and had a direct and substantial relationship to the student's disability or (2) the conduct in question was the direct result of the district's failure to implement the IEP.

If the student's behavior is not a manifestation of the student's disability, the regular disciplinary procedures will be followed with the exception that students who have been suspended or expelled from school are entitled to a free and appropriate public education.

If the ARD committee determines that a manifestation exists, they shall conduct a functional behavioral assessment and implement or modify a currently existing behavioral intervention plan. The student should return to the original placement or the parent and district may decide to change the placement to a mutually agreeable option (except in cases related to the allowed 45 day removal).

A student with disabilities may be removed to an appropriate interim alternative placement for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 school days if: (1) the student carries or possesses a weapon to or at school or to or at a school function; (2) the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled/illegal substance while at school or a school function or (3) the student has inflicted serious bodily injury upon another person while on school premises or at a school function. This placement may be made regardless of whether the behavior was manifested by the student's disability.

The school district is allowed to report crimes committed by a student with a disability to appropriate authorities. The school district must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the authorities to whom it reports the crime.

IX. JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

The Juvenile Justice Alternative Education Program (JJAEP) was developed as a unique alternative for high-risk youth, their families, and their community. A collaborative endeavor between the El Paso County Juvenile Probation Department and Socorro Independent School District and the other county school districts provide the optimum mix of services necessary to meet the needs of youth.

The JJAEP operates on the Ysleta ISD calendar. The students participate in the program, and their parents are directed by the juvenile court judge to support their efforts.

A student found to have engaged in conduct described in Sections 1-5 of Level 4 (Offenses "Requiring Major" Administrative Action) and found by a juvenile court to have engaged in delinquent conduct under Title III, Family Code, shall be referred to the El Paso County Juvenile Probation Department for placement in the JJAEP by order of a juvenile court.

The JJAEP provides a student code of conduct and an educational program, which focuses on English language arts, mathematics, science, history, and self-discipline. A high school equivalency program is available. Course credit earned by a student while in a juvenile justice alternative education program is considered as credit earned in a district school.

A student transferred to a juvenile justice alternative education program must participate in the program for the full period ordered by the juvenile court. Upon return this student may be placed in a DAEP setting for a minimum of one year.

Funds transferred from the district to the juvenile board for the juvenile justice alternative education programs shall be expended on juvenile justice alternative education program.

The Board of Trustees has entered into an agreement with the County Juvenile Board outlining the Juvenile Board's responsibility concerning the establishment and operation of the Juvenile Justice Alternative Education Program and conditions on payments from the district to the Juvenile Board. Details of this relationship are defined in agreement available for public inspection upon request to the Superintendent.

X. EMERGENCY REMOVAL

1. State law does not prevent the CBC from ordering the immediate placement of a student in the disciplinary education alternative program if the CBC reasonably believes the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity.
2. State law does not prevent the CBC from ordering the immediate expulsion of a student if the reasonably believes that action is necessary to protect persons or property from imminent harm.
3. At the time of an emergency placement or expulsion, the student shall be given oral notice of the reason for the action. Within a reasonable time after the emergency placement or expulsion, the student shall be accorded the appropriate due process as required under the law. If the student subject to the emergency placement or expulsion is a student with disabilities who receives special education services the term of the student's emergency placement or expulsion is subject to additional requirements.
4. A CBC is not liable in civil damages for an emergency placement under the law.

XI. CONFERENCE, HEARING, OR REVIEW

1. Not later than the third class day after the day on which a student is removed from class under law, by the teacher or by the CBC, the CBC shall schedule a conference among the CBC, a parent or guardian of the student, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular classroom pending conference. Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the CBC shall order the placement of the student as provided by the law (TEC Section 37.002 or 37.006), as applicable, for a period consistent with the Code of Conduct.
2. If a student's placement in a Disciplinary Alternative Education Program is to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent or guardian is entitled to notice of and an opportunity to participate in a proceeding before the District Appeals Committee, as provided by policy of the Board of Trustees of the district. Any decision of the District Appeals Committee under this subsection is final and may not be appealed.
3. Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees. The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the District Appeals Committee's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.
4. Before it may place a student in a Disciplinary Alternative Education Program for a period that extends beyond the end of the school year, the District Appeals Committee must determine that:
 - a) The student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or to another individual; or
 - b) The student has engaged in serious or persistent misbehavior that violates the district's code of conduct.
5. The District Appeals Committee shall set a term for a student's placement in a Disciplinary Alternative Education Program as prescribed by law (TEC Section 37.002 or 37.006).
6. A student placed in a Disciplinary Alternative Education Program under the law shall be provided a review of the student's status, including a review of the student's academic status, by the District Appeals Committee at intervals not to exceed 120 days. In the case of a high school student, the District Appeals Committee, with the student's parent or guardian, shall review the student's progress towards meeting high school graduation requirements and shall establish a specific graduation plan for the student. The district is not required to provide in the district's Disciplinary Alternative Education Program a course not specified under Section 38.008(a), Texas Education Code. At the review, the student or the student's parent or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher who removed the student without that teacher's consent. The teacher may not be coerced to consent.
7. Before a student may be expelled under TEC Section 37.007, the District Appeals Committee must provide the student a hearing at which the student is afforded appropriate due process as required by the federal constitution and to which the student's parent or guardian is invited, in writing, to attend. At the hearing, the student is entitled to be represented by the student's parent or guardian or another adult who can provide guidance to the student and who is not an employee of the school district. If the school district makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the district may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends. The decision of the District Appeals Committee may be appealed by trial de novo to a district court of the county in which the school district's central administrative office is located.
8. The District Appeals Committee shall deliver to the student and the student's parent or guardian a copy of the order placing the student in a Disciplinary Alternative Education Program under TEC Section 37.002 or 37.006 or expelling the student under TEC Section 37.007.
9. After a school district notifies the parents or guardians of a student that the student has been expelled, the parent or guardian shall provide adequate supervision of the student during the period of expulsion.

XII. COURT INVOLVEMENT

1. Not later than the second business day after the date a hearing is held under the law (TEC Section 37.009), the Board of Trustees of a school district or the District Appeals Committee shall deliver a copy of the order placing a student in a Disciplinary Alternative Education Program under the law (TEC Section 37.006) or expelling a student under the law (TEC Section 37.007) and any information required under the Family Code (Section 52.04), to the authorized officer of the juvenile court in the county in which the student resides. An expelled student shall to the extent provided by law or by the memorandum of understanding immediately attend the Juvenile Justice Alternative Education Program (JJAEP) from the date of expulsion.
2. If a student is expelled under the law {TEC Section 37.007(c)}, the board or its designee shall refer the student to the authorized officer of the juvenile court for appropriate proceedings under Title 3, Family Code.
3. Unless the juvenile board for the county in which the district's central administrative office is located has entered into a memorandum of understanding with the district's Board of Trustees concerning the juvenile probation department's role in supervising and providing other support services for students in alternative education programs, a court may not order a student expelled under the law to attend a regular classroom, a regular campus, or a school district Disciplinary Alternative Education Program as a condition of probation.
4. Unless the juvenile board for the El Paso County has entered into a memorandum of understanding as described in the law, if a court orders a student to attend a Disciplinary Alternative Education Program as a condition of probation once during a school year and the student is referred to juvenile court again during that school year, the juvenile court may not order the student to attend a Disciplinary Alternative Education Program in a district without the district's consent until the student has successfully completed any sentencing requirements the court imposes.
5. Any placement in a Disciplinary Alternative Education Program by a court under this section must prohibit the student from attending or participating in school-sponsored or school-related activities.
6. If a student is expelled under the law (TEC Section 37.007), on the recommendation of the committee established under the law (TEC Section 37.003) on its own initiative, a district may readmit the student while the student is completing any court disposition requirements the court imposes. After the student has successfully completed any court disposition requirements the court imposes, including conditions of a deferred prosecution ordered by the court, or such conditions required by the prosecutor or probation department, if the student meets the requirements for admission into the public schools established by this title, a district shall not refuse to admit the student, but the district may place the student in the Disciplinary

Alternative Education Program. The student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

7. If an expelled student enrolls in another school district, the board or its designee of the district that expelled the student shall provide to the district in which the student enrolls, at the same time other records of the student are provided, a copy of the expulsion order and the referral to the authorized officer of the juvenile court. The district in which the student enrolls may continue the expulsion under the terms of the order, may place the student in a Disciplinary Alternative Education Program for the period specified by the expulsion order, or may allow the student to attend regular classes without completing the period of expulsion.
8. A person is not liable in civil damages for a referral to juvenile court as required by TEC Sec. 37.010.

XIII. COMMUNICATING THE CODE OF CONDUCT

The Socorro I.S.D official website is now the primary source for access to the Code of Conduct. Families who do not have internet access or prefer a hard copy for any reason can receive one upon request at any time during the school year. The Socorro I.S.D. Student Code of Conduct, may be accessed electronically at www.sisd.net. Parents and students who register online shall accept responsibility for accessing the Student Code of Conduct on the district's website.

Every student who did not register online will be issued a copy of the Student Code of Conduct at the beginning of the school year. After this initial issue, each new student will receive a copy. During the first week of school, teachers shall explain and discuss the Code with their classes. In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the CBC and posted on the district's website.

APPENDIX A DESCRIPTION OF DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS

Socorro Independent School district provides Disciplinary Alternative Education Programs in settings other than a student's regular classroom. The purpose of the programs is to provide a disciplinary alternative to suspension and/or expulsion. The student is provided a supervised education as a part of the disciplinary action. A decision to place a student is based on a review of all student records and a meeting of the parent or guardian with appropriate school representatives to review the records. Focus is on English language arts, mathematics, science, history, and self-discipline. If a student placed in a Disciplinary Alternative Education Program enrolls in another school/district before the expiration of the period of placement, the school/district in which the student enrolls may continue the DAEP placement under the terms of the order or may allow the student to attend regular classes without completing the period of placement.

A. In School Suspension (ISS)/Special Assignment Class (SAC)

A special area in each school may be designated as the in-school suspension room and supervised by a teacher, administrator, or other designated staff member. In this setting, the student receives, to the extent possible, assignments/instruction in each course with little or no opportunities for social interaction with peers. The intent of this disciplinary action is to deter student misbehavior, reduce incidences of school disruption, and provide students the best educational opportunities possible. Students are instructed in the Texas Essential Knowledge and Skills of the courses in which they are enrolled at the time of removal.

B. Disciplinary Alternative Education Program

Students in a DAEP follow the district's Discipline Management Plan, which contains specific rules of conduct and general behavioral requirements and which provides sanctions against students not following rules and regulations. In addition, the DAEP's located off a regular school campus may have rules, such as mandatory uniforms, and other requirements that students must follow. Secondary disciplinary alternative placement services students in grades 6-12. The student's progress is formally reviewed every 120 days. The SISD provides alternative campuses for secondary DAEP students. DAEP's may be located at regular campuses where facilities are available.

C. Emergency Placement in a Disciplinary Alternative Education Program

A CBC may order the immediate placement of a student into a disciplinary alternative program if the CBC reasonably believes the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with:

1. The teacher's ability to effectively communicate with the students in a class;
2. The ability of the student's classmates to learn;
3. The operation of school or a school-sponsored activity.

In an emergency, the CBC may order the immediate expulsion of a student when people or properties are in imminent danger of harm.

When an emergency placement occurs, the student will be given oral notice of the reason for the action. Within a reasonable amount of time after the emergency placement, the student will be given appropriate due process required for placement in a Disciplinary Alternative Education Program. If emergency placement involves a student with disabilities who receives special education services the term of the student's emergency removal is subject to the requirements of federal law.

APPENDIX B GLOSSARY

The glossary provides legal and locally established definitions to help understand terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Antisemitism is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - i. Knowing that it is within the limits of an incorporated city or town,
 - ii. Knowing that it is insured against damage or destruction,
 - iii. Knowing that it is subject to a mortgage or other security interest,
 - iv. Knowing that it is located on property belonging to another,
 - v. Knowing that it has located within it property belonging to another, or
 - vi. When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damages or destroys a building belonging to another, or
 - b. Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of Computer Security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

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

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

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

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

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

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

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

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 another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under penal code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under penal code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Make a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
 - i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Texas Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Possession means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited, to an automobile, truck, motorcycle, or bicycle; personal communication devices or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a. An explosive weapon;
 - b. A machine gun;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03;
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;

- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to die by suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[See FOC(EXHIBIT).]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

APPENDIX C SOCORRO ISD POLICE DEPARTMENT

The Board has authorized the Socorro ISD Police Department to employ licensed commissioned peace officers to carry out the provisions of the Texas Education Code relating to law and order within the boundaries of the district and all property, real or personal, outside the boundaries of the district. All licensed commissioned peace officers will be required to carry a weapon while on duty, i.e., assigned as a School Resource Officer, K-9 Officer, regular patrol duty, or special assignment. They must qualify with their duty weapon annually in accordance with TCLEOSE Rules. All SISD licensed commissioned peace officers are required to be in compliance with TCLEOSE Rules to meet their job description. (Policy CKE)

APPENDIX D

USE OF METAL DETECTORS/USE OF TRAINED DOGS FOR SECURITY PURPOSES

The Board authorizes the use of metal detectors by school administrators or their designee when there is a reasonable cause to believe that weapon or dangerous metal objects are in the possession of a student. Students shall be informed of the use of metal detectors for searches through the Student Code of Conduct and by signs posted throughout school campuses. Searches shall be systematic, shall not discriminate on the basis of race, gender, or ethnicity and shall be done in compliance with the following procedures;

Disciplinary Alternative Educational Program Campuses may use a metal detector frame/walkthrough at a campus entrance to screen all DAEP students daily as they enter the campus grounds.

I. PROCEDURE FOR USING HAND-HELD METAL DETECTORS

1. The hand-held metal detector search shall be conducted by school administration or their designee in the presence of another adult witness, preferably in a private location.
2. If the detector used on a student registers the presence of a metal object, the student shall be asked to remove all metal objects from his/her possession and shall be checked again.
3. If after removal of all other metal objects, the detector continues to register the presence of metal, the student shall be taken to an area out of view from other students for a "pat-down" search.
4. The "pat-down" search shall be conducted by school personnel of the same gender as the student and shall be limited to the student's clothing, bags, parcels, and/or other containers capable of containing a weapon.
5. If the school personnel conducting a "pat-down" search feel an object which may have activated the metal detecting device, the student will be asked to remove such object. If the student declines to remove the object, it may then be removed by school personnel.
6. If the object removed from the student could have activated the metal detector, the school personnel will cease performing the "pat-down" search. In such an event, the student will again be scanned with a hand-held metal detector and the "pat-down" search will continue only if the device again yields a positive reading.
7. All property removed from the student as a result of the above procedure, which may legitimately be brought onto school premises, must be returned to the student.
8. Property removed from the student, possession of which is a violation of the policy on discipline and student rights shall be confiscated and the student shall be disciplined in accordance with the Student Code of Conduct.
9. Students who fail to cooperate with school personnel performing their duties under these procedures may be subjected to disciplinary action.

II. USE OF TRAINED DOGS

1. Lockers may be sniffed by trained dogs at any time.
2. Vehicles parked on school property may be sniffed by trained dogs at any time.
3. Classrooms and other common areas may be sniffed by trained dogs at any time students are not present.
4. If contraband of any kind is found, the student shall be subject to appropriate disciplinary action.
5. The student's parent or guardian shall be notified if any prohibited articles or materials are found in a student's locker or vehicle parked on school property or on the student's person as a result of a search conducted in accordance with board policy.
6. If, as a result of the sniffing, the dog becomes alerted so that there is reason to believe that illegal and/or dangerous items are present in any location, the following procedures will be followed.
 - a) The person owning or having temporary custody of the area under question will be contacted and informed that there is reason to suspect illegal substance in the area because the dog was alerted. He/she will be asked to allow a voluntary search of the area under suspicion.
 - b) If the person refuses permission, the parent or guardian of the person will be contacted if that individual is a minor. If the parent or guardian refuses a voluntary search of the area, the appropriate law enforcement action will be taken.

If any illegal substance or item is found after the search is completed, it will be removed and reported to the proper authorities. All Code of Conduct procedures regarding possession of illegal substances or items will be followed.

APPENDIX E

PROHIBITION OF HARASSMENT

Socorro Independent School District condemns and prohibits harassment of an individual on any basis prohibited by law, including that individual's race, color, creed, age, sex, religion, national origin, marital status, ancestry, citizenship, military status or mental or physical disability.

- I. It is the policy of the Socorro Independent School District to maintain a working and learning environment that is free from sexual harassment. Sexual harassment is deemed unacceptable conduct in the employment and educational environment and will not be tolerated. It shall be a violation of this policy for any student, employee or agent of the district to harass another student, employee or agent of the district through conduct or communications of a sexual nature, as defined below. It is no defense to a claim of sexual harassment that the alleged harasser did not intend to harass.

1. STAFF TO STUDENT HARASSMENT

- a) For the purposes of this Administrative Regulation, staff to student "sexual harassment" is defined as any welcomed or unwelcome sexual advances, requests for sexual favors, and/or other verbal, visual written or physical conduct of a sexual nature.
- b) To prevent harassment from occurring and because it is the policy of this district to foster healthy teacher-student relationships, amorous relationships between a school district employee or agent and a student are prohibited.
- c) A substantiated charge against an employee or agent of the district shall subject such employee or agent to disciplinary actions which may include, but are not limited to, verbal warnings, letters of reprimand, transfers, suspension with or without pay, and dismissal.

2. STUDENT TO STUDENT HARASSMENT, STAFF TO STAFF HARASSMENT AND STUDENT TO STAFF HARASSMENT

- a) For the purposes of this Administrative Regulation, student to student, staff to staff and student to staff "sexual harassment" is defined as any unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, visual, written or physical conduct of a sexual nature, whenever such harassment occurs on school property or at a school-sponsored event.
- b) A substantiated charge against a student shall subject that student to disciplinary actions including verbal warnings, reprimand, counseling, suspension or expulsion, consistent with the student disciplinary code.
- c) A substantiated charge against an employee or agent of the district shall subject such employee or agent to disciplinary actions which may include, but are not limited, to verbal warnings, letters of reprimand, transfers, suspension with or without pay, and dismissal.

II. BEHAVIORS THAT CONSTITUTE HARASSMENT

Harassment includes, but is not limited to:

1. Verbal harassment such as epithets, derogatory comments, or slurs;
2. Physical harassment such as assault, impending or blocking movement, or any physical interference with normal work or movement directed at an individual;
3. Visual forms of harassment such as derogatory posters, cartoons, or drawings;
4. Sexual harassment such as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, such as name calling, suggestive comments, or lewd talk and jokes; or
5. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's employment, grades, honors, programs, or activities available at or through the school and, in the case of employment:
 - a) If submission to such conduct is made a term or condition of working at the district;
 - b) If submission to or rejection of such conduct is the basis for employment decisions; or
 - c) If such conduct interferes with the individual's work performance or has the purpose or effect of creating an intimidating, hostile, or offensive work environment.

III. REPORTING BY EMPLOYEES

1. If any student believes that he or she is the victim of harassment by school employees, vendors, and visitors or by other students, that student should immediately report the incident to his or her teacher(s) and/or building administrator(s). If the school employee is involved in the reported conduct, or if for any reason the student feels uncomfortable about making a report to those individuals, the report should be made to another person within the chain of command immediately, or he or she may, at his or her option, report the matter directly to the Director of Employee Relations; and/or Chief Human Resources Officer. Investigations will be conducted in accordance with the district's sexual harassment compliant procedures.
2. The district will investigate any such report and will take whatever corrective action is deemed necessary, including disciplining or discharging any individual who is believed who is believed to have violated this prohibition against harassment. The district does not tolerate harassment of any kind and will take appropriate disciplinary action whenever such harassment is demonstrated. Any individual who engages in such conduct contrary to this policy may be personally liable in any legal action brought against him or her.

IV. COVERAGE

This policy applies to all students, to all district employees, including administrators, teachers and support staff, and to all school district contractors and consultants.

V. NON-RETALIATIONPROVISION

Socorro Independent School District supervisory personnel are prohibited from retaliating against employees for filing worker's compensation claims, for reporting violations of the law by government employer to a law enforcement authority ("whistle-blowing") for exercising free speech rights on matters of public concern, for serving on a jury, or for filing a grievance concerning wages and hours and reporting harassment violations. The above list is not exhaustive, but it gives an indication of how many different classes of employees are statutory protected from discrimination on various bases.

1. The district will discipline any individual who retaliates against any person who reports alleged sexual harassment or who retaliates against any person who assists in an investigation or proceeding relating to a sexual harassment complaint.
2. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VI. LEGALAUTHORITY

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1688; Title VII of the Civil Rights Act of 1964, 42 U.S.C. §§ 200e et seq.



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Socorro Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs). For additional information regarding Socorro Independent School District's policy of nondiscrimination contact: (915) 937-0201, 12440 Rojas Dr., El Paso, TX 79928.