

Denison High School 2023-2024 STUDENT HANDBOOK



DENISON

INDEPENDENT SCHOOL DISTRICT

1201 S. RUSK, DENISON, TEXAS 75020

DENISON INDEPENDENT SCHOOL DISTRICT



MISSION STATEMENT

TO ENSURE QUALITY LEARNING FOR ALL STUDENTS...SO THAT UPON GRADUATION, THEY WILL BE PREPARED TO ASSUME THE ROLES AND RESPONSIBILITIES OF PRODUCTIVE ADULT CITIZENS IN OUR SOCIETY.



WE BELIEVE:

OUR STUDENTS ARE UNIQUE AND VALUABLE INDIVIDUALS CAPABLE OF HIGHER LEVELS OF LEARNING.

THEREFORE OUR COMMITMENT IS TO:

- Maintain high expectations so that students take responsibility for their learning.
- Design learning experiences to accommodate students' mastery of tasks in different ways and at different times.
- Expect students to assume responsibility for behaviors and actions.
- Provide each student the information, assistance, and support that enable him or her to develop educational and career goals.



WE BELIEVE:

EVERY EMPLOYEE OF THE DISTRICT HAS THE RESPONSIBILITY TO PROVIDE AND SUPPORT QUALITY LEARNING EXPERIENCES FOR STUDENT SUCCESS.

THEREFORE OUR COMMITMENT IS TO:

- Focus on our core business... student learning.
- Provide clear and compelling understanding of what students are expected to know and be able to do.
- Design rigorous, engaging work that leads students to higher levels of learning.
- Collaborate through professional learning communities to provide quality learning experiences.
- Provide a safe, trusting environment for learning.
- Develop teachers as leaders of students - leading by inspiring, facilitating, encouraging and nurturing.
- Monitor and assess student learning continuously.
- Provide support for student success - "Whatever it Takes"



WE BELIEVE:

PUBLIC EDUCATION PROVIDES THE OPPORTUNITIES AND EXPERIENCES THAT ENRICH LIVES AND ARE ESSENTIAL TO THE SUCCESS OF OUR COMMUNITY AND COUNTRY.

THEREFORE OUR COMMITMENT IS TO:

- Collaborate with families, businesses, and government and education agencies to develop a partnership between the community and school in order to support public education for a mutual benefit.
- Expect and enable parents to play an active role in education by monitoring their children's performance and working collaboratively and positively to maximize their children's experiences.
- Serve as good stewards of resources provided by the community.



STUDENT CODE OF CONDUCT ACKNOWLEDGMENT

Dear Student and Parent:

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.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher or campus administrator.

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

Thank you.

Dr. David Kirkbride,
Superintendent

PARENT ACKNOWLEDGEMENT FORM

We acknowledge that we have been offered the option to receive a copy of the Denison Independent School District's Student Code of Conduct and Student Handbook for the 2021-22 school year or to electronically access them on the district's Web site at www.denisonisd.net. We understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

We have chosen to:

- Receive a paper copy of the Student Code of Conduct and the Student handbook.
- Accept responsibility for accessing the Student Code of Conduct and the Student Handbook on the District's Web site.

Print name of Student: _____ Student ID#: _____

Signature of Student: _____ Grade Level: _____

School: Denison High School

Print name of Parent: _____

Signature of Parent: _____ Date: _____

DENISON INDEPENDENT SCHOOL DISTRICT
1201 SOUTH RUSK AVENUE
DENISON, TEXAS 75020-5340

July 30, 2023

Dear Parent/Guardian:

The 85th Texas Legislature passed legislation that requires each school district to inform parents of current truancy laws. In order to comply with the legislature's requirement Denison ISD is notifying you that if a student is absent from school ten or more days or parts of days within a six-month period in the same school year or is absent without excuse under Section 25.087 for three or more days or parts of days within a four-week period, the parent is subject to prosecution under Section 25.093 of the legislation. Additionally, the student is subject to prosecution under Section 25.094 of the legislation.

Regular attendance is vital to the academic success of each student. Please have your child at school every day. It is very important for parents to work with school officials to verify any student absence. Parental involvement in his or her child's education is another vital factor in the success of every student. You are welcome and encouraged to visit your child's school and to become an active part of the educational process.

The 78th Texas Legislature passed legislation that requires each school district to provide parents with information about the Student Code of Conduct. The Student Code of Conduct may be viewed on the district's web site at www.denisonisd.net. Or, you can receive a copy of the Student Code of Conduct by contacting the office of the school where your children attend.

Sincerely,

David Kirkbride, Ed.D.
Superintendent

NONDISCRIMINATION

Denison Independent School District does not discriminate on the basis of race, religion, color, age, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended.

Denison Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Es norma de "Denison Independent School District" no discriminar por motivos de raza, color, edad, origen nacional, sexo gender, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973 según enmienda.

Es norma de Denison ISD tomara las medidas necesarias para asegurar que la falta de habilidad en el uso de la lengua inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos para quejas, póngase en contacto con Shonda Cannon, 462-7019, si necesita ayuda para traducir este o otros documentos de la escuela.

Title IX Coordinator for concerns regarding discrimination on the basis of sex:

Dr. Andru Gilbert
1201 S. Rusk Avenue
Denison, TX 75020
(903) 462-7000

Section 504 Coordinator for concerns regarding discrimination on the basis of disability:

Dr. Andru Gilbert
1201 S. Rusk Avenue
Denison, TX 75020
(903) 462-7000

Providing Assistance to Students Who Have Learning Difficulties or Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for 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.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights, if they disagree with the district. The district is required to give parents the Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities. Additional information regarding the IDEA is available from the school district in a companion document A Guide to the Admission, Review, and Dismissal Process.

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First (www.texasprojectfirst.org)
- Partners Resource network (www.partnerstx.org)

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

Contact Person: Kerry Kaai

Phone Number: 903-462-7020

Asistencia para estudiantes que tienen dificultades de aprendizaje o necesitan servicios de educación especial.

Si un niño tiene dificultades de aprendizaje, el padre puede comunicarse con la persona mencionada abajo para informarse sobre la remisión a educación general en términos generales o sistema de evaluación para los servicios de apoyo del distrito. Este sistema conecta a los estudiantes con una variedad de opciones de apoyo, incluyendo remisiones para una evaluación de educación especial. Los estudiantes que tienen dificultades en el aula normal deberían tomarse en cuenta para tutoría, compensación y otros servicios de apoyo académicos o del comportamiento que están disponibles para todos los estudiantes, incluyendo un proceso basado en la respuesta a intervención (Rtl). La implementación de la respuesta a intervención tiene el potencial de tener un efecto positivo en la habilidad de los distritos de cubrir las necesidades de todos los estudiantes con dificultades.

En padre tiene derecho, en todo momento, a solicitar una evaluación para los servicios de educación especial. En un período de tiempo razonable, el distrito debe decidir si dicha evaluación es necesaria. Si la evaluación es necesaria, el padre será notificado y se le pedirá que provea un consentimiento informado por escrito para realizar la evaluación. El distrito debe completar la evaluación y el informe en 60 días del calendario desde la fecha en que el distrito recibió el consentimiento escrito. El distrito debe darle al padre una copia del informe de la evaluación.

Si el distrito determina que no es necesaria la evaluación, el distrito proporcionará al padre un aviso previo por escrito que explica por qué no se evaluara al niño. El aviso por escrito incluirá una explicación que les informa a los padres sobre sus derechos, si están en desacuerdo con el distrito. El distrito tiene la obligación de darles a los padres el *Aviso Sobre Procedimientos de Protección – Derechos de los Padres de Estudiantes con Discapacidades*. El distrito escolar tiene información adicional sobre IDEA en un documento complementario *Gula para el Proceso de Admisión, Revisión y Retiro*.

Los siguientes portales de internet provén información a aquellas personas interesadas en obtener información y recursos específicos para estudiantes con discapacidades y sus familias:

- Texas Project First (www.texasprojectfirst.org)
- Partners Resource network (www.partnerstx.org)

La persona designada con quien se debe comunicar para obtener información sobre las opciones para un niño que tiene dificultades de aprendizaje o una remisión para una evaluación para los servicios de educación especial es:

Persona con quien comunicarse: Kerry Kaai **Número de teléfono:** (903) 462-7020

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

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

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

Special Education Referrals:

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

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

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

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

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

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

Contact Person for Special Education Referrals:

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

Contact Person: Kerry Kaai

Phone Number: 903-462-7020

Section 504 Referrals:

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

Contact Person for Section 504 Referrals:

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

Contact Person: Rhonda Schofield

Phone Number: 903-462-7086

Additional Information:

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

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

Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o de la Sección 504

Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios, y otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la RtI tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

Remisiones de educación especial:

Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la *Notificación de salvaguardas procesales*. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Por favor tenga en cuenta que una solicitud para una evaluación de educación especial puede hacerse verbalmente y no necesita hacerse por escrito. Los distritos y escuelas “chárter” deben seguir cumpliendo con todas las notificaciones previas por escrito y los requisitos sobre las salvaguardas procesales de la ley federal para identificar, localizar y evaluar a los niños que se intuya puedan ser niños con alguna discapacidad y que necesite educación especial. Sin embargo, una petición verbal no requiere que el distrito o la escuela “chárter” respondan dentro del periodo establecido de los 15 días escolares.

Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el período de evaluación, dicho período se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.

Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.

Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado *Guía para padres sobre el proceso de admisión, revisión y retiro*.

Persona de contacto para las remisiones de educación especial:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:

Persona de contacto: Kerry Kaai

Número de teléfono: 903-462-7020

Remisiones de la Sección 504:

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

Persona de contacto para las remisiones de la Sección 504:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:

Persona de contacto: Rhonda Schofield

Número de teléfono: 903-462-7086

Información adicional:

Los siguientes sitios web ofrecen información y recursos para los estudiantes con discapacidades y sus familias.

- [Marco legal del proceso de educación especial centrado en el niño](#)
- [Red de colaboradores y recursos](#)
- [Centro de Información de Educación Especial](#)
- [Texas Project First](#)

DENISON HIGH SCHOOL FACULTY/PARENT/SCHOOL COMPACT

The School faculty pledges to:

1. Provide opportunities for successful learning.
2. Provide a safe learning environment.
3. Provide quality instruction with consideration for an attention to individual needs.
4. Respect all students, parents, and other faculty.
5. Model acceptable behavior at all times.
6. The school will provide on-going communication with parents regarding their child's progress.

The parents(s)/guardian(s) pledge to:

1. Make sure the child arrives on time daily.
2. See that the child has breakfast at home or school.
3. Make sure the child has good grooming/hygiene habits.
4. Make sure the child receives adequate rest.
5. See that the child has needed school supplies.
6. Make sure the child does all schoolwork.
7. Communicate with the child's teacher(s) as needed.

The student pledges to:

1. Do the best work possible in every class.
2. Complete all assignments on time.
3. Be prepared in every class.
4. Always be honest and truthful.
5. Be respectful and kind to all adults and peers.
6. Understand and accept consequences for actions.

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COUNSELING AND GUIDANCE

Dear Parents and Students:

The coming years are times in which you should be seriously involved in planning your future goals. The high school counseling staff has compiled this booklet to assist you in these important tasks which include career and college planning.

Deciding on a career takes time, and it is rarely an exact science. However, following a logical approach to gathering information about your interests and abilities and then seeking help from the school will get you off to a good start and well on your way towards planning a career which will lead to a bright and exciting future.

It is important to start this preparation as soon as possible to take advantage of all the opportunities that are available to you. Timelines are important and becoming more competitive. Therefore, you should use all resources available in this important area and please communicate with us when you have any questions.

The Denison High School administrators, counselors, teachers, and staff are available to assist you with your high school and post-high school planning.

Your future is important to us. **LET US HELP!**

Sincerely yours,

Angie Guymon	Class of 2026	aguymon@denisonisd.net	903.462.7271
Rhonda Schofield	Class of 2025	rschofield@denisonisd.net	903.462.7086
Carrie Boettger	Class of 2024 Lead Counselor	ciboettger@denisonisd.net	903.462.7087
Kelli Kempson	Class of 2027	kkempson@denisonisd.net	903.462.7984
Tonya Crump	Career Tech	tcrump@denisonisd.net	906.462.7088

Denison High School Counselors

Counseling Mission Statement

The counseling staff of Denison High School is dedicated to providing each student with the opportunity to obtain a successful and challenging learning experience which is intended to build a positive self-image and encourage a desire for life-long learning.

Year-By-Year Planning

In this booklet, you will find the information needed to guide and advise you at each grade level. If you have questions at any time, come and see your counselor. The high school counselor can be an invaluable resource; however, you must assume the responsibility for meeting college/technical school/job training/or military requirements.

9th Grade

When a student becomes a freshman, everything starts to “count.” Freshman grades are used in determining GPA, and freshman activities, honors, and awards can all be listed on college and scholarship applications. Freshman courses, grades, and credits all become part of the student’s permanent record.

Things you can do:

- Watch your academic progress and attendance.
Your freshman grades are very important and begin to “count”. Also, remember that your attendance is important and helps with your academic success.
- Become involved in a wide variety of activities.
In addition to asking students to list their high school activities, many college and scholarship applications ask for evidence of leadership. Develop your leadership skills by being an officer of a club, captain of a team, squad leader in the band, etc. Depth of involvement in any activity (e.g., four years in band, soccer, etc.) is also important because it shows focus and commitment. Participate in activities outside of school (e.g., church, scouting, recreational sports, etc.). Any type of volunteer work or community service is particularly impressive on an application.
- Review and prepare for semester exams and the End of Course Assessments (EOCs). Students who do not meet the minimum criteria on EOCs may be placed in remediation classes.
- Plan for the summer, which may include enrollment in summer school if necessary. There are also good summer enrichment programs on college campuses.
- Begin keeping a record of your high school awards, activities, and any community service.
- Explore careers and college options that may fit you.

10th Grade

The sophomore year should be a year of personal growth. In addition to working hard in school and being involved in activities, sophomores should be identifying personal abilities, aptitudes, and interests, as well as looking for ways to further develop their talents and skills.

Things you can do:

- Continue to watch your academic progress and attendance.
- Continue to be involved in activities and to develop leadership skills.
- Review and prepare for semester exams and the End of Course Assessments (EOCs). Students who do not meet the minimum criteria on EOCs may be placed in remediation classes.
- All sophomores will take the PSAT/NMSQT in October.
- Start to explore and discuss college options.

- Gather information, make informal visits to colleges, and go to college fairs. Consider your aptitudes, interests, and abilities and begin to view these in terms of possible college majors and career options.
- Examine various career and technology course offerings.
- Review your career plan and make certain you have selected the most appropriate courses for your junior year.
- Choose meaningful activities for the summer months.

11th Grade

The junior year is when students should seriously begin examining their post-secondary options, taking college entrance exams, making college visits, and searching for scholarships.

Things you can do:

- Continue to monitor your academic progress and attendance.
- Review your career plan to make sure you are on track.
- Continue to be involved in activities and leadership roles.
- If you are planning to attend a four-year university, make certain you register for the PSAT/NMSQT in October.
- The PSAT/NMSQT prepares students for college admission tests. By taking the PSAT/NMSQT, students also compete for national scholarships and are placed on college mailing lists. Test results provide valuable feedback about academic skills. This is a national test generally administered in October.
- Review and prepare for semester exams and the End of Course Assessments (EOCs). Students who do not meet the minimum criteria on EOCs may be placed in remediation classes.
- Check out dual credit opportunities at DHS. This is a great way to get a jump-start on college credits.
- Consider college options.
- Register for the ACT and/or the SAT early in the spring.
- Plan to attend various college events offered at DHS.
- Make college visits.
- Carefully select courses for the senior year.
- Start checking into scholarships.
- Assemble a resume.
- Continue participating in volunteer/community service activities.
- Choose meaningful activities for the summer months.

Detailed information on the above items may be found in the following pages.

12th Grade

The senior year is when everything comes together. It is also the year in which students see the rewards of their hard work and planning.

Things to do:

- Continue to watch your academic progress and attendance.
- Set up a calendar for the year.
- Check to make sure you are on schedule to graduate on the appropriate plan.
- Sign up for the first ACT and SAT if necessary or if desired scores have not been obtained.

- Narrow the field of college choices to three or less.
- Update your resume.
- Obtain and complete college applications in the fall.
- Apply for financial aid and scholarships.
- Make the final decision.

How to Plan

In your junior year, you will begin making choices about what you will be doing with the rest of your life. These choices could include finding a job, going to a two or four-year college for further education, going to a trade or technical school for skill training, going into the military service, applying for an apprenticeship program, or combining work and education.

In order to make this choice, you will need to decide what kind of work you would like to do and what kind of lifestyle you would like to have.

Resources in the high school:

- PEP Conference with an advisor in 8th grade
- Books, tapes, films, pamphlets on careers
- Interviews with people in similar careers
- Teachers who have knowledge of your interests
- College catalogs
- Application forms to colleges
- Visits to colleges or training institutions
- College Fair
- Dual Credit classes
- Upward Bound Programs
- Early technical credit classes in the high school
- Career-Prep classes in the high school
- Pamphlets on branches of the military
- Visits from various branches of the military
- High school library
- Internet searches
- Interest Inventories
- Xello career planning program on-line

Confused About College?

College Selection

Selecting the right college for yourself may seem like an overwhelming task, but it can be one of the most important and rewarding decisions you will make as a young adult. By carefully examining yourself and the wealth of educational opportunities available, you can identify those colleges that provide an environment conducive to your development academically, socially and psychologically.

You will be most successful in selecting the right college to meet your abilities as well as your ambitions if you start early. There are over 3,000 colleges and universities in the United States, each one different from the others. Making the correct decision takes time; but relax, take your search one step at a time, and you will be able to decide with confidence where to apply and, ultimately, where to enroll.

Step 1: Look at yourself – Determine Your Interest and Goals

- Academic Progress
 - What kinds of courses have you taken?
 - What courses have you particularly enjoyed?
 - What academic successes and difficulties have you had?
 - What skills have you developed?
 - To what degree of academic challenge are you comfortable?
- Your Career
 - What do you want to accomplish during your working life?
 - What careers seem to fit your skills and interests? There are lots of online tools for career exploration.
 - What level of education is needed to reach your career goals?
- Your Spare-Time Activities
 - What clubs, hobbies, and sports interest you?
 - What social activities are important to you?
 - What work or volunteer work have you done?
- Your Style
 - Are you a leader or a follower?
 - Do you make the best of what comes or search for what you want?
 - Do you prefer to work alone or with others?
 - Are you self-motivated or do you need close personal attention from teachers?
- Your Personal and Family Life
 - Are you independent or do you need close support from your family?
 - Do you anticipate marriage soon, or is marriage a distant possibility-or something you have not yet considered?
 - Do you make friends easily in a new setting?
 - Do your religious beliefs play a major role in your life?

Step 2: Look at Colleges – Determine Their Characteristics

Size – Size of colleges range from very small (400) to very large (35,000 plus). Small colleges may offer more personal attention, more opportunity for individualized programs, and, in general, the chance to stand out from the crowd. A larger school often provides more areas of academic specialization, the opportunity to meet a larger cross-section of students, and a greater range of social and extracurricular activities.

Location – Some students prefer to attend college close to home while others are able to adjust or function as well or better farther away.

Type – Colleges are either privately or publicly financed. A public college is operated by the state. A private college is not operated by the state; it relies more heavily on tuition, and thus is generally more expensive. Some private colleges are church-related.

Research – The counselors' office and most libraries have books that can give you information on size, type, cost, degrees offered, and admission requirements. The Internet is an excellent source of information concerning colleges, universities, and scholarships. A partial list of Internet addresses is listed later in this handbook.

Cost – The cost of college includes tuition, fees, room and board, and travel expenses. Tuition at state supported schools is substantially lower than that of private schools. Also, students who wish to attend out-of-state public colleges are usually assessed out-of-state tuition fees.

Admission Requirements – In addition to acceptable scores on entrance exams (see admission section); some colleges require a particular class rank as well as a certain number of units in high school preparatory courses. Ex: Some schools require two years of the same foreign language or four years of mathematics.

Curriculum and Degrees Offered – A major consideration for choosing a college should be adequate programs of instruction in the area of your intended major. Some colleges offer associate degrees (community colleges), while others offer degree programs at the bachelor (universities), master and/or PHD (graduate colleges) levels.

Special Programs – Many colleges offer much more than the traditional academic courses leading to a major. For example, maybe you are fascinated by national politics and would like the opportunity to spend a semester studying in Washington, D.C. At some schools, you may actually design your own major; selecting courses from various departments which all apply toward your specialized major (your academic advisor and professors help you to create this type of program). Other schools may offer work/study programs or Reserve Officer Training Corps (ROTC) programs. There are schools that offer specialized programs to assist the individual who may have a language or learning disability. See your high school counselor for additional information.

Physical Facilities – Colleges should have appropriate classrooms, laboratories, libraries, and dormitories to accommodate the programs that they offer.

Transfer of Credits – Determine if other colleges will recognize credits earned at a particular institution should you decide to transfer. Generally, colleges are accredited by an organization such as the Southern Association of Colleges and Schools.

Extra-Curricular Activities – Determine if the college offers a variety of activities, including intercollegiate and/or intramural sports, clubs, social groups, service organizations, religious organizations, etc. that are of interest to you.

Faculty/Student Ratio – Small schools frequently have a lower student/faculty ratio, giving you a chance to get to know, and work more closely with, your professors. A high ratio of students to faculty can mean that most of your classes will consist of lectures in large meeting places where you will have little interaction with students or professors.

Sources of Information are:

- Counselor
- College Fairs
- College Reference Books
- Campus visits
- Students currently enrolled in college
- College alumni
- Internet

Visit – Visits to college campuses can assist you in deciding which school to attend. College may be the single largest investment a student will make in their life. One should not make that choice without making a personal visit.

How to Get the Most from a Campus Visit

- At most campuses, weekdays are the best days to visit, since you can best see the day-to-day campus life, and the full administrative staff and faculty are on duty. Some schools have special Saturdays set aside for campus visits and information sections.
- If possible, you should write or call the admissions office in advance, informing them of the day and time of your arrival on campus and requesting appointments and activities which you would

like arranged for you (such as those listed below). Your counselor can assist you in making these arrangements.

- If you are unfamiliar with the institution or its programs, request a general interview with an admissions counselor. College personnel are happy to talk with you and tell you about their school. Make the most of this and other appointments by asking questions. If you don't understand something, don't be afraid to ask why or request further explanation. This time is good for checking into special programs in which you may have an interest, such as honors, credit by exam, clubs, sports, or minority programs.
- In addition, if you have a specific question about a particular program or major, request an appointment with a faculty advisor.
- Request a tour of the campus, including the dormitories.
- If you have questions about financial aid, check with the financial aid office during your campus visit. This is very important in the spring and should be a must on your list. Begin to establish a relationship with a financial aid advisor and try to talk with that same person.
- If you would like to get an idea of what college classes might be like, ask if you could visit a class or two. In your letter, you should indicate the kind of classes you might be interested in observing.
- If you would like to stay for two days, see if there are lodging arrangements available for visitors. Often inexpensive visits can be arranged in dormitories, fraternities, or sororities.
- Have fun-and if you do encounter a problem, don't be afraid to ask for help.
- Students may have one school activity absence per year for a college visit. Students must have approval from principal prior to College visit and must provide confirmation from College after visit.

College Admission

Entrance requirements differ from college to college. **It is your responsibility to determine the admission criteria of the college you are interested in attending.** Common admission criteria may include one or more of the following: (1) graduation from an accredited high school, (2) ACT or SAT college entrance exam scores, (3) achievement tests in specified areas of study, and (4) completion of specific courses in high school. Entrance requirements for any college are readily available in the college catalogue, in the Guidance Office, or on colleges' websites.

The Texas Public College or University of your choice must automatically admit you if

- Your grade point average places you in the top 10 percent of your high school graduating class (exception is 8% at University of Texas) and,
- You enroll no later than two years after you graduate from a Texas high school, and
- You submit a completed application before the expiration of any filing deadline established by the college, and
- You meet all other entrance requirements

Once you have made a decision regarding which college you wish to attend, you will need to initiate your admission process. While each college has procedures tailored specifically for that individual college, as outlined in individual college catalogues, some generalities can be stated which will apply to most colleges.

The Texas Common Application may be completed once and used to apply to all public universities in Texas. You must apply on-line (www.applytexas.org).

APPLY EARLY! BE ACCURATE AND COMPLETE! MEET DEADLINES!

An application for admission should be requested from the Office of Admissions at the college of your choice. In some instances, the college will automatically send you an application when they receive your entrance test scores. If you do not know the address of the college, please refer to the list later

in this booklet or check in the Guidance Office. A sample letter requesting information from a college is also provided.

You must accurately complete and return all necessary forms along with any other required documents and fees prior to published deadlines.

The following is a brief summary of the admission process:

- Accurately complete the application for admission and any other document required by the college. In some instances, the student will be required to include a photograph.
- Include the application fee, if required. Since this fee is non-refundable, it is advisable for the student to narrow the choices to two or three colleges before applying. Fee waivers are available. See your DHS counselor for more information.
- Have a copy of your transcript made in the counselors' office. You may be able to mail this with your application or it may have to be mailed directly to the school by your counselor.
- Take the required college entrance exam and have the score report sent to the college by the testing corporation. Refer to the college entrance exam section of this booklet for a description of admission tests and test dates.
- Complete all required health forms.
- Apply for housing by completing an application and submitting the required fee. Often, this is a separate application from the admission application. The time to apply for housing varies from college to college, as some require that the student be accepted for admission before an application for housing is mailed to the student, while others accept housing requests prior to accepting the student. Housing is critical in most schools, and dorms are assigned on a first come, first serve basis. Some colleges still require that freshman students live in college dorms. Most colleges require housing deposits. Be aware of regulations regarding a refund of housing deposits. Many colleges will also assist students in locating off-campus housing if they are unable to place them on campus.
- Apply for financial aid. Before any prospective student can be considered for financial aid, he/she must be accepted for admission. An application for financial aid does not constitute an application for admission and vice versa. Denison High School offers a financial aid workshop annually in February.
- Provide High School recommendations. Many colleges require recommendations from high school teachers, the principal, and/or the counselor. On your request, your counselor will assist you in completing these recommendations and will send them to the college along with the transcript and application. However, adequate time must be allowed for the writing and typing of the recommendations. Lack of planning on your part does not necessarily constitute an emergency of the person writing the recommendation! Always keep a copy of the recommendation should you decide to apply to another college or possibly for a scholarship.
- Added tip — before asking someone to write a recommendation for you, compile a resume of your activities and honors. This is a great help to the person writing the recommendation letter for you. Forms are available in counseling office to assist with this.
- Check with your counselor or college catalogue to be sure you have done all that is required of you for admission before the deadline date for application is past.
- Arrange to have a final high school transcript sent upon graduation.
- If you have taken any dual credit courses, be sure to have your final high school transcript sent to Grayson College.
- If you have not received a response to your application for admission within a reasonable length of time (3-4 weeks), contact an admissions counselor.

College Entrance Exams

Most colleges require that students take a college entrance exam. Standardized college admission tests assist colleges in evaluating students who come from various sections of the country and schools with diversified grading systems and standards. Most colleges require students to take either the American College Test (ACT) or the College Entrance Examination Board's Scholastic Aptitude Test (SAT). Some colleges will also require additional Achievement Tests (SAT II) in certain subject areas.

The ACT attempts to measure specific knowledge in four areas: English, math, science and reading. Scores are reported for each of these four areas with sub-cores in each area. The four major areas scored are then averaged together to form a composite score. Each of the four scores, as well as the composite score can range from 0-36, with approximately 21 being the national average. Questions are multiple-choice. Answer all questions because there is no penalty for guessing. There is an optional writing section. Students are advised to take the writing portion at least once.

The SAT attempts to measure one's ability to do college-level work. A verbal, math and writing score are reported, which are then added together to form a composite score. The SAT subscores range from 0-800, thus, the composite score can range from 0-2400. There is a penalty for guessing – $\frac{1}{4}$ of a point. If you can eliminate two or more choices, CEEB recommends that you make a guess. Questions are multiple-choice.

You should inquire early to determine which test (or both) you should take. Many scholarships are based on college entrance exam scores. Students are encouraged to take both exams.

You must register for college entrance exams 4-5 weeks before the date they are given or be prepared to pay additional late registration fees. Registration information is available in the guidance office. On-line registration is preferred. These college entrance exams cost approximately \$65 each. Fee waivers are available. See your DHS counselor for more information.

Denison High School also offers ACT and SAT prep classes. See your counselor for more information.

Photo I.D.

A picture I.D. (such as a driver's license) is required for admission to the test site. If you do not have an appropriate identification, see your counselor. Your scores will be reported to you from four to six weeks after you have taken the test. Test dates for are listed in the following section. If you need any assistance or have any questions regarding college entrance exams, be sure to consult your counselor for help.

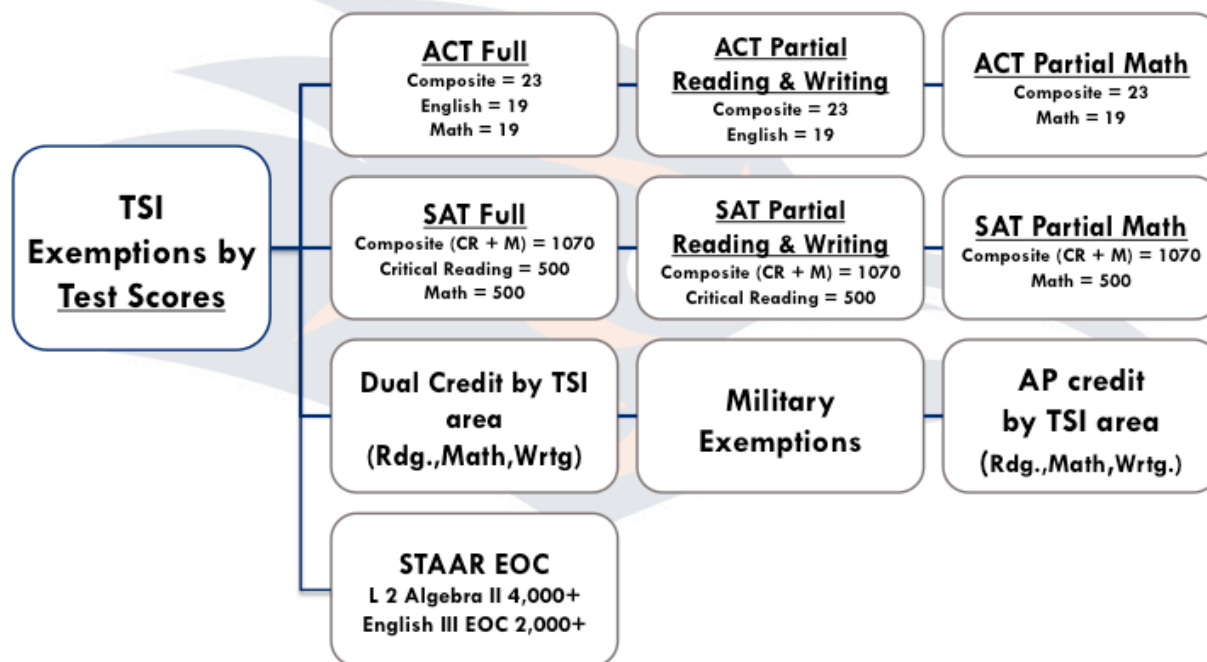
Be sure to bring a calculator with you when you come to the test. Check the registration book for the list of acceptable calculators.

When you pick up registration information for the ACT or SAT, in the counselor's office, you should also pick up a practice booklet that will assist you in preparing for the test. Sample test questions and directions for the tests will be contained in these booklets. This is probably the single most important thing you can do to increase your score in the days immediately preceding the test. Practice tests are also available online.

TSI Assessment (Texas Success Initiative Assessment)

Students will need to be “TSI Complete” in order to attend ANY public college or university in Texas. Students can be exempt for TSI testing through ACT or SAT scores.

What scores make you TSI Complete?



For more information, please reference Grayson College Testing Center

<http://www.grayson.edu/getting-started/testing-center/tsi-assessment.html>

The TSI Assessment is an untimed test. The test publisher estimates that most students will take about four hours to take all three sections.

Scores are usually available immediately after testing. Sometimes the essay score is delayed, and a complete score report is available on the next business day.

Passing Scores (based on a scale of 310-390; Essay 1-8)

Reading

Writing

Mathematics

351

Essay score of 5

350

Essay score of 4 and multiple choice score of 363

Financial Aid

No qualified student should be denied a college education for financial reasons. Recognizing the critical necessity of having well-educated citizens, federal and state governments and colleges provide financial aid to help qualified students. Keep in mind that you can afford to go to college and you can find a way. The keys are to begin early and to understand the process. Although you cannot actually apply for financial aid from most colleges until your senior year, there are some things that you can do now.

Determine the total cost of attending each of the colleges that you are considering. That means:

- tuition and fees
- books and supplies
- room and board
- transportation and trips home
- personal expenses such as laundry, clothing, insurance, medical, and
- entertainment

Look for possible sources of help. Although about ninety percent of all financial aid comes through the college financial aid office and can't be applied for before your senior year, there are other sources you can search. There are scholarships available for students, based on merits or talents, background, parents' employment, and other personal factors. You may want to enter contests, such as essay-writing contests, offering valuable prizes to help you pay your way. Keep abreast of daily announcements and the Senior Newsletters distributed in your English classes regarding available scholarships. A lot of information is sent out by e-mail. Make sure the DHS counselors have your and your parent's e-mail addresses.

Be aware that at some colleges the payment plan can be stretched out over the year.

Some general guidelines to keep in mind as you look ahead:

- State-supported schools are usually the least expensive.
- Out-of-state public schools usually charge out-of-state tuition, which can be very expensive.
- Private schools are usually the most expensive but often have the most financial aid to offer.
- Under the federal guidelines, it is the family's obligation and responsibility to pay what they can afford. There are no free rides!
- To qualify for financial aid, your family will be asked to submit detailed records based on income of the year preceding your entrance to college.
- This means keeping detailed records so your family's income tax can be filed early in January.

The financial aid office at the college of your choice completes the financial aid packet after you have been officially accepted at that college.

Financial Aid Sites:

- Free Application for Federal Student Aid (FAFSA): www.fafsa.ed.gov
Apply for Financial Aid through this web site.
- FinAid!: www.finaid.com
Complete listing of financial aid information including loan estimators and scholarship scam information.
- Federal Student Aid: www.studentaid.ed.gov
Federal student aid for students, parents, and counselors.

Scholarships and Grants

These are monetary awards given to students because of special skills, interests, talents, financial need, abilities, or personal characteristics. Some require only that the student maintain a certain

grade point average. Others may require that a student give service to the post-secondary school, such as sing in the choir, play in the band, be a member of an organization, or participate in sports. Students do not have to repay these awards. They may cover all or only part of the student's expenses.

Tempted by claims of “Free Funds Available Now”? (Never, ever pay someone to get a scholarship for you!)

Loans

These are monies that students can borrow to pay for their educational expenses. The length of the pay-back period, the interest rate, and the conditions of the loan will vary. Some loans are guaranteed by a state or federal government and carry a much smaller interest rate. Still other loans may have the interest rate deferred or paid by the government until six months after you graduate or quit attending school full-time. A student should obtain all specific information from a post-secondary institution or lending agency.

Work-Study Programs

These are opportunities for students to work and earn money to help pay for school and personal expenses. Work-study jobs are either on or off campus with a public or private agency. These jobs can usually be arranged to fit a student's class schedule and the job can be directly related to the area of study or chosen career field.

FAFSA

All of these categories, with the exception of some specific scholarships and grants, will be awarded on the basis of “need”. For the purpose of student financial aid, “need” is the difference between what a student and his parents are expected to contribute toward the student's education (as computed by a formula), and the total cost of the education. The family contribution is determined by evaluating the information the student provides on an aid application. All schools require the Free Application for Federal Student Aid (FAFSA) to be completed and filed in order to receive financial aid. Some private colleges will require the Financial Aid Form (FAF) in addition to the FAFSA. These can be completed after January 1 when the student's family income tax information is complete. Many schools also require an institutional financial application be completed. File online at www.fafsa.ed.gov. **File even if you think you won't qualify?**

Once the financial information has been analyzed, the results are sent to the institutions designated by the student. The student will then receive a Student Aid Report (SAR), which needs to be taken to the financial aid office of the school they plan on attending. If the student qualifies for financial aid and has been accepted for entrance, the institution will notify him/her of the individual's financial aid package. This package will include a combination of available resources.

Most students use money provided by parents, savings, part-time or summer employment and one or more of the above sources to meet their total education budget. If college looks too expensive, don't give up the idea of a college education before you talk about financial aid with your parents, your counselor, and especially the college financial aid administrator.

Local Scholarship Information

Denison High School seniors are very fortunate that numerous local scholarships are provided by various sources such as individuals, corporations, memorials, professional organizations, civic groups and churches. Local scholarships vary in amount and duration, with some being a onetime award and others renewable if the recipient meets certain criteria. Several are to be used only at Grayson College. Local scholarships are awarded on whatever criteria the source of the scholarship designates. However, most are awarded for academic achievement and/or need. Awards are not usually announced until the Awards Assembly in late May.

ALL local scholarships will be posted in SCHOLOGY. Also, seniors need to pay attention to the announcements, and watch for items in the local newspaper. It is the student's responsibility to meet all deadlines regarding scholarships.

Parents and students are encouraged to provide the senior counselor with their e-mail address to receive the newsletter and other important notices on-line. Check e-mail! In addition, lots of important information is sent via text message with REMIND. Ask your school counselor for details.

Athletes and College Scholarships

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA). The NCAA has three membership divisions – Division I, Division II, and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide scholarships.

If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse evaluates your academic record to determine if you are eligible to participate at a Division I or II college as a freshman student-athlete. (The clearinghouse is not the NCAA, but an organization that performs academic evaluations for the NCAA.)

NCAA Initial-Eligibility Clearinghouse:

Web address: www.eligibilitycenter.org

U.S. Callers (toll-free): 877-262-1492

Clearinghouse customer service representatives are available from 8 a.m. to 5 p.m., Central time, Monday through Friday.

It is your responsibility to make sure the Clearinghouse has the documents it needs to certify you. To register with the clearinghouse, you must complete the Student Release Form (SRF), after your junior year, online, and send the clearinghouse the registration fee of \$70.00 (see your high school counselor for fee waiver information).

Online registration is the only method to register. Go online to www.eligibilitycenter.org. Select **Prospective Student-Athletes** and click on **Domestic Student Release Form** or **Foreign Student Release Form**. Complete the SRF form online, and include your credit or debit card information to pay the fee. Then follow instructions to complete the transaction. Print a copy of your completed registration form and both Copy 1 and Copy 2 of the transcripts release form. Sign the transcript release forms, and give both to your high school counselor.

Some Thoughts for Student Athletes

- There are nearly one million high-school football players and about 500,000 basketball players. Of that number, about 150 make it to the NFL and about 50 make an NBA team.
- Less than three percent of college seniors will play one year of professional basketball.
- The odds of a high-school football player making it to the pros at all—let alone having a career—are about 6,000 to 1; the odds for a high-school basketball –10,000 to 1.
- Take a hard look at those numbers and think about what will matter in the long run—A COLLEGE EDUCATION!!

Career and Technology Training Programs

There are several ways a person may secure specialized occupational training: community colleges, state career and technology schools, apprenticeship programs, private career and technology schools, and the military service.

Financial Aid may be available for students at community colleges, state career and technology schools and private career and technology schools. Many of the schools are eligible to participate in federal grant programs. Therefore, students may qualify for Pell Grants and other federal financial aid.

Community Colleges offer many career and technical training programs in both certificate and degree programs. The Denison area has three community colleges in commuting distance, Grayson College, Collin County Community College, and North Central Texas College.

State Career and Technical Schools – Texas State Technical Colleges are two year certificate and degree granting institutions that have campuses in Amarillo, Harlingen, Marshall, Sweetwater and Waco. These schools offer technical training programs of various lengths in areas that have a high degree of employability. Since these schools are public institutions that are supported by state tax monies, they are considerably less expensive than private career and technical schools.

Private Career and Technical Schools can provide specialized and technical training in many areas. Many of these schools are of excellent reputation; others are of questionable value; all are expensive. Therefore, a word of caution is in order. Investigate all schools thoroughly before you sign your name to any contract.

Armed Forces – The military offers many training programs which prepare young men and women for civilian jobs. The military may be a good job choice for a student. Contact the local recruiting office to obtain further information. The counseling office has pamphlets listing a wide variety of military training programs in each branch of the service. The Armed Services Vocational Aptitude Test (ASVAB) is a requirement and is available through the recruiter at no charge.

- Selective Service Registration: Males are required to register within 30 days of their eighteenth birthday. Registration may be completed at any U.S. Post Office or on-line at www.sss.gov.
- Regular Enlistment Programs: Qualified young men and women have a wide choice of assignments and guaranteed training, free room and board, medical and dental care and an opportunity for travel. The criteria to qualify are becoming more selective. Contact a local recruiter for information about the various enlistment options.
- Reserve Enlistment Program: Enlistment offices are listed in the phone book under United States Government. All reserve enlistment programs require enlistees to serve some time on active duty, recruit training, and basic technical schooling in a military specialty or occupation. The active duty period varies among the different branches of the service. All programs are currently open to enlistees in the age groups of: Air Force-17 through 27; Army-17 through 34; Marines-17 through 28; Navy-17 through 30.
- Military Academies: All candidates must secure a nomination except those interested in the United States Coast Guard Academy. See your counselor for application procedures. The academies are located as follows:
 - U.S. Military Academy West Point, New York
 - U.S. Naval Academy Annapolis, Maryland
 - U.S. Coast Guard Academy New London, Connecticut
 - Merchant Marine Academy Kings Point, New York
 - U.S. Air Force Academy Colorado Springs, Colorado

If you plan on attending college after your military service, take your SAT, ACT, and THEA tests now.

Useful College Advising Websites

College Information:

- U.S. Universities Listed by State: www.utexas.edu/world/univ/state
- U.S. Community Colleges Listed by State: www.utexas.edu/world/comcol/state
- U.S. and Canadian medical School Admissions Offices by State:
- https://www.aamc.org/students/applying/requirements/admissions_offices
- College Board Online: www.collegeboard.com
SAT registration, scores, financial aid forms, college application help, and college search.
- College Net: www.collegenet.com
Links to U.S. and other college web sites and online admission applications.
- College view: www.collegeview.com
Career search information, college information, financial aid information. You can choose schools based on special interests.
- College for Texans: www.collegefortexans.org Information for Texas students on how to prepare for college and applying to college.
- U.S. News and World Reports' College Rankings:
www.usnews.com/usnews/edu/college/rankings/rankindex_brief.php
One of the best places to find out what is hot and what is not in colleges. Includes rankings of different colleges and programs at the different universities in the U.S.

Testing Information:

- ACT: www.actstudent.org
- AP: www.collegeboard.org
- SAT: www.collegeboard.org

Application Information Sites:

- State of Texas Common Application: www.applytexas.org
Eliminates the need to complete multiple applications. One single application, either paper or electronic, works for every Texas public university.
- Common Application: www.commonapp.org
The recommended application for 298 selective colleges and universities for admission to their undergraduate programs.

Financial Aid Sites:

- Free Application for Federal Student Aid (FAFSA): www.fafsa.ed.gov
Apply for Financial Aid through this web site.
- FinAid!: www.finaid.com
Complete listing of financial aid information including loan estimators and scholarship scam information.
- Federal Student Aid: www.studentaid.ed.gov
Federal student aid for students, parents, and counselors.

Scholarship Sites:

- Fast Web: www.fastweb.com
Free scholarship search engine
- Career Cruising (link is on DHS webpage or www.careercruising.com.)

Career Exploration:

- Careers in Engineering: www.tryengineering.org/home.php
- Career Cruising

High School to College Checklist

- Visit the school guidance office.
- Apply to take the appropriate entrance exam(s).
- Look over brochures, guides, catalogues and choose three or four colleges which interest you.
- Write or call each college for admission forms, as well as forms for financial aid, scholarships, and housing. Ask for a catalogue.
- Familiarize yourself with the admission procedures for each college.
- Talk with your parents about the colleges which you are considering and the costs of attending each.
- Visit the campuses of the colleges you are considering if at all possible. Tour dorms; talk with professors and admissions officers. **ASK QUESTIONS!!!**
- Complete an application form for admission for colleges which you are considering. Meet all deadlines!
- Fill out a Transcript Request in Parchment. Have a transcript (copy of your high school record) sent to the colleges which you are considering.
- Review finances with your parents. Decide if financial assistance is needed, and if so, complete necessary forms. Apply Early! Note: You must be accepted for admission before you will be considered for financial aid.
- Apply for academic or service scholarships, if applicable to your situation. Meet all deadlines.
- Decide on housing (on-campus or off-campus). Send application and deposit. Meet all deadlines! Consult your catalogue for procedure.
- Send final transcript after graduation, if required. Request this in Parchment.

Assurance of Non-Discrimination

No student shall be denied the right to participate in any school program because of race, religion, color, sex, or national origin. The district has a designated coordinator to comply with Title IX and Section 504, dealing with rights of the handicapped. All complaints shall be handled through established channels and procedures beginning with the building principal, followed by appeal to the Title IX and 504 Coordinator, the Superintendent, and finally, the Board of Trustees.

Calculation of Semester Grades

1 st Semester Grade Components:				2 nd Semester Grade Components:			
Grading Period 1	Grading Period 2	Grading Period 3	Final Exam	Grading Period 4	Grading Period 5	Grading Period 6	Final Exam
25%	25%	25%	25%	25%	25%	25%	25%

Class Ranking

For the purpose of determining graduation honors and class rank, grade points shall be employed to evaluate performance on each level of instruction as follows (points assigned per semester credit):

Level 3	Level 2	Level 1	Level 0
All Pre-AP and AP courses	French III	All other courses	Modified courses
	Spanish III		
	Pre-Calculus		
	Dual Credit College Courses		

Grade Point Scale

Grade	Grade Points Assigned			
	Level 3	Level 2	Level 1	Level 0
100	6.00	5.00	4.00	2.00
99	5.90	4.90	3.90	1.95
98	5.80	4.80	3.80	1.90
97	5.70	4.70	3.70	1.85
96	5.60	4.60	3.60	1.80
95	5.50	4.50	3.50	1.75
94	5.40	4.40	3.40	1.70
93	5.30	4.30	3.30	1.65
92	5.20	4.20	3.20	1.60
91	5.10	4.10	3.10	1.55
90	5.00	4.00	3.00	1.50
89	4.90	3.90	2.90	1.45
88	4.80	3.80	2.80	1.40
87	4.70	3.70	2.70	1.35
86	4.60	3.60	2.60	1.30
85	4.50	3.50	2.50	1.25
84	4.40	3.40	2.40	1.20
83	4.30	3.30	2.30	1.15
82	4.20	3.20	2.20	1.10
81	4.10	3.10	2.10	1.05
80	4.00	3.00	2.00	1.00
79	3.90	2.90	1.90	0.95
78	3.80	2.80	1.80	0.90
77	3.70	2.70	1.70	0.85
76	3.60	2.60	1.60	0.80
75	3.50	2.50	1.50	0.75
74	3.40	2.40	1.40	0.70
73	3.30	2.30	1.30	0.65
72	3.20	2.20	1.20	0.60
71	3.10	2.10	1.10	0.55
70	3.00	2.00	1.00	0.50

<p>A grade of 87 in level 3 = 4.7 A grade of 87 in level 2 = 3.7 A grade of 87 in level 1 = 2.7 A grade of 87 in level 0 = 1.35</p>
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CLASS RANK: All courses*

GRADE POINT AVERAGE: All courses*

**Exception: credit by exams (including credit by End of Course Test), credits earned in middle school, local credit courses, remedial courses, correspondence courses, credit recovery courses, and summer school courses*

Socrates Program

The Socrates Program is an initiative of the Denison Independent School District to encourage each student to achieve to their maximum potential. The Program will honor Denison High School students who have completed four years of Math, English, Science, and Social Studies in grades 9-12. Middle School credits will not meet the criteria.

The following is the criteria:

- 16 credits in the core areas – 4 from each area (in grades 9-12).
- A minimum of 8 credits are required to be from Pre-AP and AP courses.
- A minimum of 3.5 cumulative GPA by the end of 1st semester of Senior year.

Each Socrates graduate will be honored on awards night and recognized at graduation. Their parents will receive preferential seating during graduation exercises.

Grade Classification

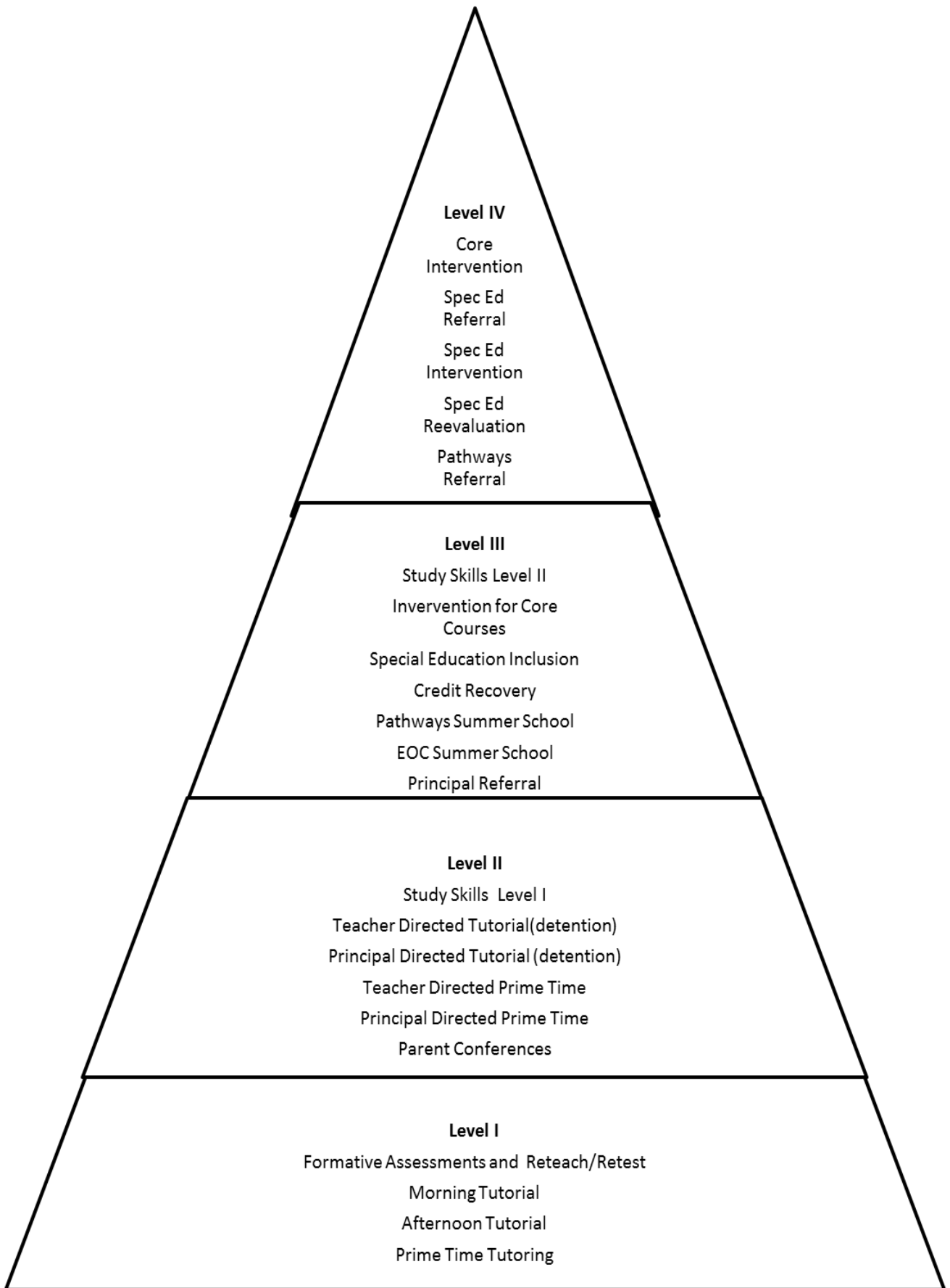
After the ninth grade, students are classified according to the number of units earned toward graduation.

Units of Credit Earned at Beginning of School Year	Grade Placement
6	10 th Sophomore
12	11 th Junior
18	12 th Senior

Pyramid of Interventions

Denison High School has developed a systematic process for addressing students' educational needs. Students' grades are monitored and reported to parents every third week by progress reports and each sixth week grading period by report cards. Grades and attendance are also posted online for parents to monitor on a regular basis. Teachers, counselors and administrators monitor students' progress and confer to make recommendations for appropriate interventions. Parents are also encouraged to contact teachers, counselors or administrators concerning the educational progress of their child.

The following pyramid of interventions intended to be a guide for delivery of the proper services to students who are struggling academically. Referrals begin with the lowest level of intervention on the pyramid and progress until the desired level of student success is reached.



Level I

Level I interventions are those efforts that are made with every student to increase academic performance.

Formative assessments are administered to all students to evaluate student learning in each course. Students who do not meet a pre-determined level of success are able to retest after appropriate remediation.

Morning tutorial is available to students on a voluntary basis. Students must arrive for tutorial prior to 7:50 AM in order to enter the building for morning tutorial.

After school tutorial is also available, by arrangement with individual teachers.

Prime Time Tutoring is offered three nights per week from 6:00 PM - 8:00 PM in the DHS Library. At least one teacher from a core subject and upper class honor students will be present to tutor students. Prime Time Tutoring also offers the use of computers and Internet access and is a great setting for students to meet and work on group projects.

Level II

Level II interventions are the next level of services for students who are having difficulty learning and have not taken advantage of voluntary Level I services.

Teacher and principal directed tutorials are mandatory tutorials and may be before or after regular school hours.

Teacher and principal directed prime time tutorials are also mandatory and may be assigned on any night that prime time tutorials are in session.

Parent conferences will be held with students who are experiencing academic difficulty.

Level III

Level III interventions are more individualized and/or intensified services for students who are not successful after Level I or Level II have been implemented.

Intervention classes for core subjects of Math, Science, Social Studies and English Language Arts are scheduled courses designed to offer a smaller student to teacher ratio and to address students' individual needs. In the cases that an intervention teacher is not the teacher of record for the core course, both teachers will collaborate on the best strategies for the students.

Special education inclusion is provided to students receiving special education services, who are in regular education courses. Inclusion is provided by a special education teacher that shadows a special education student or group of special education students in the regular classroom and assists in the delivery of appropriate accommodations.

Pathways summer school is for students needing to retake courses for graduation credits.

EOC summer school is by invitation and is limited to those students retaking EOC exams during the summer administration.

Principal referrals are made on students refusing to turn in or complete work. Refusal to work is insubordination and will be dealt with as a disciplinary issue.

Level IV

Level IV is the highest level of intervention and is implemented when other levels of intervention have been unsuccessful.

General education students who continue to be unable to learn will be referred for special education services.

Special education students who are not progressing adequately may be referred to special education intervention. Special education intervention is similar to regular education intervention with more intensified instruction and smaller class size and is reserved for special education students who require more assistance than inclusion.

A special education student may be referred for re-evaluation if it is believed that the student's individualized education program is inappropriate for the student's needs. The referral may be submitted by parent, teacher, counselor, or administrator.

Students at risk to graduate may be referred to Pathways High School.

What is Response to Intervention (RTI)?

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. (source: <http://www.rtinetwork.org/learn/what/whatisrti>)

A team of Denison ISD employees has been formed to research, create, and implement Response to Intervention (RTI) at Denison High School. This initiative is critical to meet the needs of all students in Denison ISD and is contained within Federal Legislation.

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STUDENT CODE OF CONDUCT

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the Director of Special Education at 903-462-7000.

Purpose

The Student Code of Conduct (“Code”) 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 Student Code of Conduct has been adopted by the Denison 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 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 campus behavior coordinator 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.

Because the Student 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 and the Student Handbook, the Code 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.

School District Authority and Jurisdiction

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated persons are the principal and assistant principals of the campus. The campus behavior coordinator is primarily responsible for maintaining student discipline. 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.

The district has disciplinary authority over a student:

1. During the regular school day 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.

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.

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 campus behavior coordinator and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

To ensure the security and protection of students, staff, and property, the board employs school resource officers (SROs). In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL).

“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.

Revoking Transfers

The district has the right to revoke the transfer of a nonresident student for violating the district's Code.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Any student who has engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion that extends through the date of graduation will not be permitted to participate in the graduation ceremony.

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 FNG(LOCAL) or GF(LOCAL), as appropriate.

See **DAEP—Restrictions During Placement** on page 54, for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

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

General Conduct Violations

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 sections on Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, certain 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.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see DAEP Placement and Expulsion.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See glossary for all four terms.)
- 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.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see DAEP Placement or Expulsion.)
- 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 Texas Penal Code. (For felony robbery, aggravated robbery, and theft, see DAEP Placement and Expulsion.)

Possession of Prohibited Items

Students shall not possess or use:

- 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 location-restricted knife;
- A hand instrument designed to cut or stab another by being thrown;
- *A firearm;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- 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 articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see DAEP Placement and Expulsion. In most circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

- Possession of a telecommunications device, including a cellular telephone, or other electronic device at school during the school day.

Denison High School students will be allowed to access the DISD guest wireless network using their own technology devices (Laptops, Smart Phones, iPads, etc.) during the learning day. With classroom teacher approval, and following the teacher’s lesson plan, students may use their own devices in the classroom to access and save information from the internet, communicate with other learners and use the productivity tools loaded on their devices. High school students may use their technology devices during lunch period unless directed otherwise by the teacher on duty.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see DAEP Placement and Expulsion for mandatory and permissive consequences under state law.)
- 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 offer to give or sell look-alike drugs or attempt to pass items off as drugs or contraband, including but not limited to any substance that resembles a drug or is perceived to be, resemble or cause the effects of any drug.
- Possess, use, abuse, or offer to give or sell any substance that may cause a physical or psychotic reaction.

- 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.

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.

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.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.

- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

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. Discipline shall be correlated to 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.

Because of these factors, discipline for a particular offense, including misconduct in a district vehicle owned or operated by the district, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see glossary) until an 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.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or "time-out."
- 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.
- Assignment of school duties, such as cleaning or picking up litter.
- 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.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- 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, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- 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 using 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).

Notification

The campus behavior coordinator 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 campus behavior coordinator 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 campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal 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.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, 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 campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: www.denisonisd.net.

Consequences shall not be deferred pending the outcome of a grievance.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator 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 principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator

may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher **may** also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The student shall have an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

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, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student in grade 2 or below 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 contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; 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.

Process

State law allows a student to be suspended 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.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension shall be determined by the campus behavior coordinator, but shall not exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator 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.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator 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.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student may be placed in a DAEP for any one of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- 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.
- Involvement 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 a public school fraternity, sorority, secret society, or gang. (See glossary.)
- Involvement in criminal street gang activity. (See glossary.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student may be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **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.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses 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 school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. 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. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence.")
 - Possesses, uses, or sells, gives or delivers an e-cigarette to another person.
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)

- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in conduct that contains the elements of the offense of harassment under Section 42.07, Penal Code, against an employee of the school district.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (see glossary),
 - 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) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

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.

Emergencies

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a non-emergency basis.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, 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 campus behavior coordinator 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.

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The duration of a student's placement in a DAEP shall be determined by the campus behavior coordinator.

The duration of a student's placement shall be determined on a case-by-case basis. DAEP placement shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The following listing is not intended to include all possible placement offenses or lengths. It is simply a listing of the most common offenses and lengths of normal placements for first time offenders. Repeat offenders may receive longer placements.

Minimum length of placement in DAEP	5 days
Persistent Misconduct	5 days
Insubordination/disrespect	5 days
Illegal Knife (possession).....	5 days (with intent to use = expulsion)
Fighting/Scuffling.....	5 days
Under the influence/possession of Alcohol	15 days
Under the influence/possession of Drugs	30 days
Possession with intent to distribute	60 days
Assault	30 days
Assault of Teacher/school employee	90 days minimum to expulsion

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

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 board'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.

Exceeds School Year

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.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see glossary) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 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 board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: www.denisonisd.net.

Appeals shall begin at Level I with the campus principal.

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 board.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

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.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

All students assigned to DAEP will be issued a criminal trespass warning by the Denison Police Department and will be subject to arrest and prosecution if discovered on DISD property other than Pathways High School during school hours.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the 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 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 a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

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 and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code 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 campus behavior coordinator may 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 campus behavior coordinator or the board 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.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district, including a district out of state.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration 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 shall 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:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests 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. The committee shall recommend whether the student should return to the regular classroom or remain in the 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 Student

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 board or its designee, 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.

Certain Felonies

Regardless of whether 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 campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have 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;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have 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
- Have 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:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. 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:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. 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:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

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.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator 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.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See DAEP Placement)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- 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.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security. (See glossary)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on 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 school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. 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. (See glossary for "under the influence.")
- 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, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Carrying on or about the student's person a handgun, a location-restricted knife, or a club, as these terms are defined by state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See glossary.)
- Possession of a firearm, as defined by federal law. (See glossary.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student **may** be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, 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 Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08, Penal Code;

- c. Criminal mischief under Section 28.03, Penal Code;
- d. Personal hazing under Section 37.152; or
- e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

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.)

Note: 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.

Under the Texas Penal Code

- Carrying on or about the student’s person the following, as defined by the Texas Penal Code:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See glossary.) Note: 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).]
 - A location-restricted knife, as defined by state law. (See glossary.)
 - A club, as defined in state law. (See glossary.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See glossary.)
- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

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.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

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.

The board of trustees delegates to the Superintendent authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator 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.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Superintendent shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During 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.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

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. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

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.

Accelerated Placement

A student in any grade may use advanced placement examinations to advance one grade level or gain credit for a subject. Questions about advanced placement examinations may be discussed with the counselors.

Admission

A student (or the student's parent/guardian) who wants to enroll in the District should contact the office at Denison High School.

Asbestos

The Asbestos Management Plan and Report is located in the principal's office and is available for review by building occupants and their legal guardians.

Assemblies

Assemblies will be held at different times throughout the school year. A student's conduct in assemblies must meet the same standard as in the classroom. A student who does not follow District rules of conduct during an assembly will be subject to disciplinary action.

Attendance

A student who voluntarily attends or enrolls after his or her eighteenth birthday is required to attend each school day. If a student 18 or older has more than five unexcused absences in a semester, the District may revoke the student's enrollment. The student's presence on school property is unauthorized and may be considered trespassing.

In Texas, a child between the ages of 6 and 18 – depending on when the child's birthday falls – is required to attend school unless otherwise exempted by law. School employees must investigate and report violations of the state compulsory attendance law. These attendance requirements also apply to any District-required tutorial sessions.

A student absent from school without permission from any class, from required special programs, such as accelerated (additional special) instruction assigned by the grade placement committee and basic skills for ninth graders, or from required tutorials will be considered in violation of the law and subject to disciplinary action. Nonattendance may also result in assessment of penalties by a court of law against both the student and his or her parents. A complaint against the parent may be filed in the appropriate court if the student:

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four-week period.

State law requires students to be in attendance for at least 90 percent of the days during a semester in order to receive credit for a class. Students who exceed this limit will be given a plan to recover credit by the Principal or his/her designee. Students who are not able to complete that plan may appeal to the Attendance Appeals Committee. The Attendance Appeals Committee may also make determinations without an appeal. The Committee may deny credit or award credit based on the criteria allowed in board policy. Students or parents will receive written notice of the student's loss of credit due to lack of attendance and will have 30 days from the end of the semester to file an appeal. The appeal will be addressed by the committee at the next meeting of the committee. The committee will meet regularly at the end of each semester or as needed, as determined by the principal.

When returning to school after an absence, a student must bring a note, signed by the parent that describes the reason for the absence; notes signed by the student, even with the parent's permission, will be considered forgery and the student will be disciplined. An office campus pass will be accepted as an admit slip if a student legally leaves campus during the regular school day. Parents and students are encouraged to schedule doctor and dental appointments after school. Students must bring a note within three (3) days of an absence or the absence will be recorded as unexcused. Students must attend 60 minutes of each blocked (long) class period and 30 minutes of each daily (short) class period to be counted in attendance.

The District accepts the following as extenuating circumstances for the purpose of granting credit for a class:

- An excused absence based on personal sickness or death in the family, quarantine, weather or road conditions making travel dangerous, or any other unusual cause acceptable to the Superintendent, principal or teacher.
- Days of suspension.
- Participation in court proceedings or child abuse/neglect investigation.
- A migrant student's late enrollment or early withdrawal.
- Days missed as a runaway.
- Completion of a competency-based program for at-risk students.
- Late enrollment or early withdrawal of a student under TEXAS YOUTH COMMISSION.
- Teen parent absences to care for his or her child.
- Participation in a substance abuse rehabilitation program.
- Homelessness, as defined in federal law.

If the attendance committee finds there are no extenuating circumstances for the absence or if the student does not meet the conditions set by the committee to earn or regain credit, the student will not receive credit for the class. If a petition for credit is denied, the student or parent may appeal the decision to the building principal. The student or parent may appeal the decision of the principal to the Board of Trustees by completing a written request to the Superintendent.

A student absent for any reason is encouraged to make up specific assignments missed and/or to complete additional in-depth study by the teacher to meet subject or course requirements. Students are encouraged to utilize Schoology and other technology to access assignments and communicate with teachers while absent. Students shall submit homework and make up tests on the day they return unless prior arrangements have been made with the teacher unless extenuating circumstances are deemed to exist by the principal. A student who does not make up assigned work within the time allotted may receive a grade of zero for the assignment.

Students who are absent from class for planned school activities shall have make-up work completed when they return to class or make other arrangements with the teacher. Students should be prepared to make up tests or quizzes missed when they return to class unless prior arrangements have been made.

Excused absences are those in which the student either missed school or checked out of school through the attendance office for one of the following reasons:

- Personal sickness.
- Family sickness
- Death in the family.
- Quarantine, hazardous weather or dangerous road conditions.
- Other emergency causes that may be considered for approval by the principal.
- Approved college visit.
- Other trips approved one week in advance by the principal.

Unexcused absences are those absences that:

- Occur for reasons other than those listed above, or
- Occur without the parent's knowledge, or
- Occur when the student leaves school without checking out through the office. If a student leaves the campus without checking out, his/her absence cannot be excused even if the reason is approved by the parent.
- Absences for personal business, family trips, business trips, etc., are considered to be unexcused unless they involve travel for medical purposes. (Documentation of "medical purposes" may be required).

In order to receive an excused absence, the parent must provide verbal notice, or a written, signed statement verifying one of the excused reasons within three days of the student's return to school. The student must also have checked out through the office if he/she left school after reporting to the first class of the day in order for the absence to be considered excused.

The District shall make no distinction between absences of UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year a maximum of ten extracurricular absences not related to post-district competition prior to state, five absences for post district competition, and a maximum of two absences for state competition.

Upon approval of an extracurricular review committee established by the high school principal, students involved in multiple activities may be allowed up to two additional extracurricular absences not related to post-district competition. The high school principal shall establish procedures for the committee to follow when determining whether to approve or deny requests for additional extracurricular activity absences.

Juniors and Seniors will be allowed two Board approved activity absences per year for pre-approved visits to accredited institutions of higher education. College visits must be approved in advance by the principal or his designee. Documentation of the visit is required.

Cheating/Plagiarism/Academic Dishonesty

Academic dishonesty is an offense against the entire student body. It amounts to an act of theft by unfairly receiving a grade that is not earned. A student who cheats and receives an unearned grade is stealing a place in the class rank from the other students. The following definitions and penalties will apply to all acts of academic dishonesty.

Definition:

1. Providing written or verbal information that will enable another student to supply work that is not his own to the teacher.
2. Handing to the teacher, in any form, work that is actually the result of another person's effort or thought.
3. Utilizing unauthorized resources on quizzes or tests, including but not limited to cheat sheets, looking at another student's paper, telling another student test content, photographing or electronically storing or sending test information.
4. Downloading, copying, or paraphrasing material from the internet or printed sources without proper citation: plagiarism.
5. Participating in any way with the theft of tests, answer keys, or teaching resources from the teacher, whether by taking those, using them, providing them to another student, or failing to disclose knowledge pertaining to the theft.
6. Participating as an accessory to an act of academic dishonesty involving a class in which he is not enrolled.

Penalties:

- The student, parent, and administration are notified of the infraction.
- Student receives a zero on the assignment.
- A citizenship grade of U is given for the six weeks.
- A student who is guilty of academic dishonesty in a Pre-AP or AP class will immediately be removed to a Level 1 class and will thus be ineligible for an academic waiver for UIL purposes.
- A student in a Dual Credit Course will receive the grade of F for the college grade and will be removed to a Level 1 class.
- Academic dishonesty is a General Conduct violation of the Student Code of Conduct and is eligible for disciplinary measures including DAEP.

Commencement Activities

Students who have satisfactorily completed all coursework requirements for graduation but have failed to meet applicable exit-level testing requirements shall be allowed to participate in commencement activities and ceremonies, if all of the following criteria are satisfied. [See EI, EIF]

District and campus administration shall take into consideration individual circumstances that may prohibit a student from satisfying all listed criteria. The criteria shall include:

- The student participates in the campus exit-level test tutoring program;
- The student successfully completes an exit-level remediation/preparation course;
- The student completes all required benchmark testing prior to exit-level test administration;
- The student attends the exit-level test preparation summer session following the student's junior year, as applicable;
- The student attends the summer exit-level retest session following the student's junior year, as applicable;
- The student completes all scheduled meeting requirements with teachers, counselors, administrators, and parents;
- The student participates in all subsequent exit-level testing opportunities, as necessary; and
- The student and parent agree to participate in the summer exit-level retesting opportunity following the student's senior year.

Communicable Diseases

Parents of a student with a communicable or contagious disease are asked to telephone the school nurse/principal so that other students who have been exposed to the disease can be alerted. A student who has certain diseases is not allowed to come to school while the disease is contagious.

Complaints by Students/Parents

Complaints by students or parents about instructional materials, loss of credit on the basis of attendance, removal to alternative education programs, expulsion, or prior review of non-school materials intended for distribution to students are handled through procedures specific to policies in those particular areas. To review relevant policies or obtain further information, see the principal.

A student and/or parent with a complaint regarding possible discrimination in any school program on the basis of sex should contact Dr. David Kirkbride, Assistant Superintendent of Schools at (903) 462-7000.

On all other matters, a student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal can be requested within three calendar days of the event or events causing the complaint. If the outcome of the conference with the principal is not satisfactory, a conference with the Superintendent or designee can be requested within seven calendar days following the conference with the principal. If

the outcome of this conference is not satisfactory, the student or parent may appear before the Board of Trustees, in accordance with Board policy.

Computers: Acceptable Use Policy of Computers and Network Systems

Computers and network systems put enormous power at the fingertips of all users; however, they also place responsibilities on all users. Ethical questions surrounding computers and the networks are no different than those in other spheres of our lives. DISD staff members shall report to the principal any incidents of unauthorized or unacceptable access or use, including names of those responsible, if known.

The following ten statements of computer ethics are to be adhered to by all technology users in DISD, including students and district employees:

1. All files and programs belong to someone. Users shall not erase, rename, or make unusable anyone else's files or programs.
2. Users shall not authorize anyone else to use their name, login, password, or files for any reason.
3. Users shall not use DISD computer or network systems for any purposes other than legitimate learning purposes. Users also must not use a computer for unlawful purposes, such as the illegal copying, installation, or storage of software.
4. Users shall not attempt to discover another user's password, either at DISD locally or at a remote location.
5. Users shall not copy, change, or transfer any software provided by DISD, an instructor, or any other source. Note that, except as noted in the Copyright Notice at the end of any software document, it is generally illegal to copy any software which has a copyright. The use of illegally copied software is considered a criminal offense and is subject to criminal prosecution.
6. Users shall not illegally copy copyrighted software provided by DISD, an instructor, or any other source. Note that, except as noted in the Copyright Notice at the end of any software document, it is generally illegal to copy any software which has a copyright. The use of illegally copied software is considered a criminal offense and is subject to criminal prosecution.
7. Users shall not intentionally write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computers memory, file system, or software. Such software is often called a bug, virus, worm, or some similar name.
8. Users shall not deliberately use the computer to annoy or harass others with unacceptable language, images, or threats. Users also shall not deliberately access any unacceptable, obscene, or objectionable information, language, or images.
9. Users shall not intentionally damage the system, intentionally damage information not belonging to them, intentionally misuse system sources, or allow others to misuse system resources.
10. Users shall not tamper with the computers, networks, printers or other associated equipment except as directed by the teacher.

Computers: Computer Network System Rules

The purpose of installing Local Area Networks (LANs), setting up the Wide Area Network (WAN), and providing access to the Internet is to advance and promote education in the Denison Independent School District. The WAN with its access to internet is intended to assist in the collaboration and exchange of information between and among schools, offices, parents, regional education service centers, and other world-wide educational entities.

1. DISD expects users to have consideration for the personal and material rights of others. In other words, bullying others, destroying property, and stealing from others are totally unacceptable behaviors.

Obtaining a password or rights to another's directory or electronic messages on the network is considered a form of theft just as real as using a stolen key to enter someone's home. Taking advantage of a student who inadvertently leaves a computer without logging out is comparable to entering an unlocked room and stealing, reading a personal letter, or destroying their property.

Another issue is the use and transfer of stolen (some call it 'pirated') software. Commercial software is copyrighted and each purchaser must abide by the licensing agreement published with the software. There is no justification for the use of illegally obtained software. Students may expect this to be handled as a disciplinary matter, much as shoplifting from a local store might be handled.

2. DISD expects users to be honest with others in what they do and say.

While most important issues are addressed by the first rule, it is worth remembering that honesty in dealing with each other is one of the most important rules of conduct. Writing an electronic message masquerading as another is a most offensive form of dishonesty and will be treated accordingly.

3. DISD provided email is for educational use only.

The software and hardware that provides email has been publicly funded. For that reason, it should not be considered a private, personal form of communication. The content of any communication of this type would be governed by the Open Records Act.

Students are not issued individual email accounts. For any projects that involve email communications, use either your district account as a facilitator of the activity, or, request a special project email account.

Do not send messages to the entire staff when only a small group of people actually need to receive the message. In addition, do not forward messages that have no educational or professional use.

4. DISD will monitor the use of the network.

Electronic communication, computer files, and internet usage by students and employees shall not be considered confidential. Any inappropriate use may warrant monitoring at any time by District staff, approved by the Superintendent or designee, to ensure appropriate use for educational or administrative purposes.

Computers: General Guidelines for the Use of the Internet

DISD faculty and students have access to the Internet, including electronic messages (faculty only), and the ability to access computers at other locations. The Internet is intended as an educational resource to enrich school experiences for all DISD faculties and students. In order for users to benefit from this resource, it is necessary that they learn acceptable use of the Internet. All students who use the Internet must have received instruction of appropriate uses and acceptable Internet behavior. DISD staff will hold students accountable for their behavior when accessing the Internet. With this in mind, it shall be the policy of DISD that all teachers who expect their classes to use the Internet, will be required to have a minimum of six (6) hours of training before their students are allowed to use the Internet.

When using the Internet through DISD's connection, users are representatives of DISD. In that role, users must conduct themselves in a way that is not hurtful to others or their property. It is not permissible to post harassing messages on public spaces not in private electronic mail. It is not permissible to use DISD connection to attempt to circumvent the security provisions of another computer on the Internet. It is not permissible to send messages under the name of another or anonymously. It is not permissible to access or use any unacceptable, obscene, or objectionable information language, or images. In short, all of the restrictions described in the ten statements of Technology Ethics and the Computer/Network Rules also apply to the use of computers and

electronic messages across the Internet. Violations of these rules may result in suspension of network privileges.

There are risks involved as well. Among the millions of Internet users, just as among the millions who live in a city, there are people who are dangerous. There have been cases of criminals who have identified potential victims using the Internet and then proceeded to approach and injure them. Therefore, DISD strongly suggests that all Internet users not give out personal information to other users on bulletin boards, chat boards, or other systems, just as one would not give out his/her address to a stranger on the street. Many benefits can be gained through the Internet. Faculty and students have access to great resources and information, and will advance their own education. Guidelines concerning Internet access are intended to assist in maintaining and improving on this record.

All of the above policies and procedures for acceptable use of computers and network systems are intended to make the computers and network systems more reliable and consistent for the users who depend upon them daily. They are also intended to minimize the burden of administrating the network system, so that more time can be spent enhancing services. If there is any doubt concerning the acceptable use of computers and the network system, contact the DISD Technology Department at (903) 462-7001.

If there are genuine needs that cannot be met by following these rules, please let a DISD administrator know.

It is the policy of DISD to:

- prevent user access over its computer network to, or transmission of, inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access and unlawful online activity;
- prevent unauthorized online disclosure, use, or dissemination of personal identification of minors; and
- comply with the Children's Internet Protection Act (CIPA) [Pub. L. No.106-554 and USC 254(h)].

To the extent practical, technology protection measures, including an Internet filter, will be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Blocking, as required by the CIPA, shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

To the extent practical, steps will be taken to promote the safety and security of users of the DISD online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Prevention of inappropriate network usage, as required by the CIPA, includes:

- unauthorized access, including so-called 'hacking,' and other unlawful activities; and
- unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

It is the responsibility of all members of the DISD staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Procedures for disabling or otherwise modifying any technology protection measures are the responsibility of Director of Technology.

Consequences – Violation of DISD's policies and procedures concerning the use of computers and the network system will result in the same disciplinary actions that would result from similar violations in other areas of DISD life. Any or all of the following consequences may be employed:

1. Loss of computer privileges/Internet access, with length of time to be determined by the building administrator.

2. Any campus based disciplinary consequences, including suspension from school as deemed appropriate by the building administrator.
3. Expulsion may be considered in flagrant violations that blatantly corrupt the educational value of computers or the Internet, on in instances when students have used the DISD Internet access to violate the law or to compromise another computer network. Any violations that fall into this category must first be reviewed by a committee chaired by the DISD Technology Director.

All students must have a signed Student/parent Agreement form on file.

Conferences

Students and parents may expect teachers to request a conference if the student is not making passing grades or achieving the expected level of performance, if the student presents any other problem to the teacher, or in any other case the teacher considers necessary.

A student or parent who wants information or wants to raise a question or concern should confer with the appropriate teacher, counselor, or administrator. A parent who wishes to confer with a teacher may call the teacher for an appointment during the teacher's conference period or leave a voice mail, requesting the teacher to call the parent.

Correspondence Course

Prior to enrollment in correspondence courses, students shall make written requests to the principal or designee for approval to enroll in the course. If approval is not granted prior to enrollment, the student shall not be awarded credit toward graduation. Only seniors shall be eligible to take correspondence courses and earn credit toward graduation. Students may earn a maximum of two state-required credits through correspondence courses and may be enrolled in only one correspondence course at a time. The Superintendent or designee may waive limitations on an individual basis for extenuating circumstances.

The District shall allow resident students, students temporarily residing abroad, or out-of-school youths and adults to earn units of credit in grades 9-12 by taking correspondence courses from another educational institution.

Credit toward state graduation requirements shall be granted only under the following conditions:

- the institution offering the course is the University of Texas, Texas Tech, or other public institution or higher education approved by the commissioner of education
- the correspondence course includes the state-required essential elements for such a course
- the specified course has been approved by the commissioner of education

Resident students may earn a maximum of two of the total units required by the state through correspondence courses. Students temporarily living abroad and out-of-school youth and adults shall earn a minimum of 12 state-required units in residence.

Counseling

Students are encouraged to talk with a school counselor, teachers, and principals in order to learn about the curriculum, course offerings, graduation requirements, and differences between graduation programs. All students in grades 7-12 and their parents will be notified annually about the recommended courses for students preparing to attend college. Students who are interested in attending college, university, or training school or pursuing some other advanced education should work closely with their counselor so that they take the high school courses to best prepare them for further work. The counselor can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing.

A student or parent who wants information or wants to raise a question or concern should confer with the appropriate teacher, counselor, or administrator. A parent who wishes to confer with a teacher may call the teacher for an appointment during the teacher's conference period or leave a voice mail requesting the teacher to call the parent.

Credit by Examination

The District has chosen to permit eligible students in grades 6-12 to earn credit by examination in courses approved by the Board. The minimum eligibility requirement is that the student has had prior formal instruction, as determined by the District on the basis of a review of the student's educational records.

Examinations used to earn credit under this policy shall assess the student's mastery of the essential elements and shall be properly evaluated before credit is granted. The District may develop the examinations or may obtain them from another source. The examinations may be administered by an outside agency.

The grant of credit is also subject to District and parental approval. Credit obtained by this method shall be recorded on the academic achievement record for grades 9-12.

Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.

The District shall give reasonable notice of the availability of credit by examination in student handbooks and other documents made available to students and parents; the District may charge for these examinations at a rate not to exceed a limit set by the commissioner of education.

On recommendation of the attendance committee, a student who has excessive absences shall be permitted to earn or regain course credit through credit by examination. Students must be behind in their acquisition of credits for graduation in order to be eligible for credit by examination.

Credit by examination shall not be used for early graduation.

Detention

A student may be assigned detention outside the school hours on one or more days if the student violates the student's Code of Conduct. Detentions may be assigned before or after school and on Saturdays.

Directory Information

Directory information of students will be released to anyone who follows procedures for requesting it. A parent or legal guardian can prevent the release of directory information on their child by making a written request within 10 school days of receiving notice, which includes receipt of the student handbook by the student.

Directory information is the information contained in an education record of a student that would not generally be considered harmful or invasion of privacy if disclosed. Directory information includes, but is not limited to:

- the student's name
- address
- telephone listing
- electronic mail address
- photograph
- date and place of birth
- dates of attendance

- grade level
- enrollment status
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- honors and awards received
- most recent educational agency or institution attended

Disruptions by Students or Others

Disruption of classes or any school activities by a student or others is prohibited and is subject to disciplinary action and/or referral for criminal prosecution.

The district may pursue a criminal charge against and/or discipline any person inciting, promoting, or participating in a protest demonstration, riot, sit-it, walk-out, blocking of entrances, threatening force, etc.

Distribution of Material

All aspects of school-sponsored newspapers and/or yearbooks are completely under the supervision of the teacher and the campus principal.

Written material, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be sold, circulated, or distributed on any school campus by a student or a non-student without the approval of the principal and in accordance with campus regulations.

All material intended for distribution to students, that is not under the District's editorial control, must be submitted to the principal for review and approval. If the material is not approved within 24 hours of the time submitted it must be considered disapproved. Disapprovals may be appealed by submitting the disapproved material to the Superintendent. Material not approved by the Superintendent within three days is considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the students will have a reasonable period of time to present his/her viewpoints.

Dress Code

The dress code of the Denison ISD and High School has been established to promote an orderly environment, conducive to appropriate behavior and representative of community standards, while allowing for sufficient comfort and style.

All pupils should observe modesty and neatness in clothing and personal appearance. The following are guidelines to be followed:

- Students should wear clothing that doesn't create a disruption in the classroom or on campus.
- Clothing shall not have holes or tears allowing visible skin. Leggings are allowed under pants with holes.
- Backless tops or dresses, bare midriffs, see-through blouses and strapless clothing are not allowed (example: halter tops, tube tops, short t-shirts, one-strap or strapless shirts or dresses).
- All tops, shirts, and dresses must have at least one-inch straps.
- T-shirts and sweat shirts must have sleeves.
- No exposed cleavage.
- All clothing worn by students must be free of slogans advertising tobacco, alcoholic beverages or illegal substances and will not display or imply anything derogatory, controversial or vulgar.

- Shorts, skirts and dresses must be no more than 3” from the top of the kneecap. (Must be appropriate when standing, sitting, stooping, and bending with or without tights, leotards, spandex, etc...)
- Any form fitting pants resembling yoga pants, jeggings, leggings, or spandex must be worn with a top that reaches the finger tips around the entire bottom hem when standing and arms relaxed at the side.
- No exposed undergarments (undergarments must be worn).
- Pants must be worn at the natural waist line. No sagging.
- No unnatural hair colors or extreme hair styles (examples: spikes, mohawks or any other inappropriate styles).
- Appropriate footwear must be worn (no roller skate shoes or house shoes).
- Caps, hats, or any head coverings are not allowed in the building. Hoods are not allowed to be worn.
- No body piercings, other than in ears. Extreme piercings, even in the ear (spacers, gauges, or other piercings deemed inappropriate) are prohibited.
- Non-prescription sunglasses are not allowed in the building.
- Pajamas are not allowed.
- Blankets are not allowed in the building.

The administration has the authority to regulate any other attire or fashion trends which are deemed to be inappropriate or disruptive. The administration, in connection with the sponsor, coach, or other person in charge of an extracurricular activity, will regulate the dress and grooming of students who participate in the activity. The administration’s decision is final in all dress code matters.

Students in violation of the dress code will receive one warning. The student will be allowed to correct the violation and return to class. If the violation cannot be corrected they will be sent home to correct the violation. If returning to school on the same day, students must be cleared by an administrator before returning to class. Repeat violations are subject to the discipline management techniques for General Conduct Violations as listed in the Student Code of Conduct.

Drills – Fire, Tornado, and Other Emergency Drills

Students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or marshals quickly, quietly, and in an orderly manner.

Emergency Medical Treatment

Parents are asked to complete an emergency care form each year that includes a place for parental consent for school officials to obtain medical treatment for the student, as permitted by law. Other information that may be required in case of an emergency should be provided and updated by the parents as necessary.

Emergency School Closing Information

The Superintendent will make an announcement as early as possible and this will be carried by the local radio and television stations, KXII, KTEN, KLAK, K-JM, or KATY Country.

Extracurricular Activities

A student will be permitted to participate in extracurricular activities subject to the following restrictions:

- The standards below determine academic eligibility for the first six weeks of the school year. Students in non-compliance may request a hardship appeal of their academic eligibility through the UIL.

- a. **Grades Nine and Below.** Students must have been promoted from the previous grade.
 - b. **Second Year of High School.** Five accumulated credits that count toward state graduation requirements.
 - c. **Third Year of High School.** Ten accumulated credits that count toward state graduation requirements or student must have earned at least five credits within the last 12 months that count toward state graduation requirements.
 - d. **Fourth Year of High School.** 15 accumulated credits that count toward state graduation requirements or student must have earned at least five credits within the last 12 months that count toward state graduation requirements.
- During other grading periods, a student who receives an average grade below 70 in any course or subject, or a student with disabilities who fails to meet the standards in the IEP may not participate in extracurricular activities during the following grading period. The suspension from extracurricular activities goes into effect seven days after the last day of the grading period. Students regain eligibility after a three-week period if a passing grade (70 or above) is earned in all courses or subjects. They have a seven-day waiting period after the three-week period before they can compete.
 - A student is allowed 10 activity-related absences from a class each school year in order to participate in school related or school-sanctioned activities on or off campus. All UIL activities come under this provision.
 - Students will not receive any waiver of restriction to participate in extracurricular activities for any course.

A student who misses class because of participation in an activity sponsored by a non-approved organization will receive an unexcused absence.

Fees

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his or her own supplies of pencils, paper, erasers, and notebooks, and may be required to pay certain fees or deposits, including:

- club dues
- security deposits
- the materials for a class project the student will keep
- personal physical education and athletic equipment and apparel
- voluntary purchases of pictures, publications, class rings, etc.
- student accident insurance and insurance on school-owned instruments
- instrument rental and uniform maintenance
- parking fees and student ID cards
- fees for damaged library books and school-owned equipment

FOOD ALLERGIES

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergies and specific strategies for dealing with students diagnosed with severe food allergies. When the district received 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 FFAF (REGULATION).

Foods of Minimal Nutritional Value

The Denison ISD health advisory council meets three times each year. DISD has adopted policies (Board Policy CO Legal and COC Local) concerning the sale of food items on campus.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student should not be immunized. The immunizations required are: diphtheria, tetanus, polio, measles (rubeola), mumps, rubella, and haemophilus influenzae. The school nurse can provide information on age appropriate doses or on an acceptable physician-validated history of illness required by the Texas Department of Health.

Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician that states that, in the doctor's opinion, the immunization required would be harmful to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long contraindication.

If a student's religious beliefs conflict with the requirement that the student be immunized, the student must present a statement signed by the student (or by the parent if the student is a minor) that states that immunization conflicts with the beliefs and practices of a recognized church or religious denomination of which the student is an adherent or member. This statement must be renewed yearly.

Information for Homeless Students

If your family lives in any of the following situations, you may qualify for assistance with transportation, tutoring or other services:

- In a shelter, motel, vehicle, or campground,
- On the street,
- In an abandoned building, trailer, or other inadequate accommodations, or
- Doubled up with friends or relatives because you cannot find or afford housing.

For information about these services, contact the District Liaison, Mrs. Regina Prigge (903)462-7035.

If you need further assistance, call the National Center for Homeless Education at the toll-free Help Line number: 1-800-308-2145.

Instructional Television

The District provides, through a contract with Whittle Communications, the opportunity for students in grades 6-12 to view a 12-minute educational program on current events and news items, two minutes of which contain commercial advertising. A parent who prefers that his/her child not view any commercial broadcast at school should notify the principal. An appropriate alternative supervised assignment will be made for the student.

Insurance

At the beginning of the school year, the District will make available a low-cost accident insurance program. Parents are responsible for paying premiums if coverage is desired. The District will not be responsible for costs of treating injuries or assume liability for any other costs associated with an injury. Before participating in a school-sponsored trip outside the District or in school-sponsored athletics, students and parents must have either:

- purchased the student accident insurance,
- shown proof of insurance, or
- signed a form rejecting the insurance offer.

Lockers

Lockers remain under the jurisdiction of the school even when assigned to an individual student. The school reserves the right to inspect all lockers. A student has full responsibility for the security of the locker and is responsible for making certain it is locked and that the combination is not available to others. Searches of lockers may be conducted at any time there is reasonable cause to do so whether or not a student is present.

Medicine at School

A student who must take prescription (or nonprescription) medicine during the school day must bring a written request from his/her parent and the medicine, in its properly labeled container, to the school nurse. The nurse will give the medicine at the proper times. Students may carry, on their person, inhalers for asthma, insulin for diabetes, or epi-pens for allergies after providing a copy of the doctor's prescription to the nurse.

Parent Responsibilities

- to make every effort to provide physical needs of the child
- to establish and maintain, in the home, a positive attitude toward the school
- to teach their child respect for law, the authority of the school, and rights and property of others
- to teach the child to pay attention and obey rules
- to be sure their child attends school regularly and to report absences
- to help the child develop proper study habits
- to participate in parent-teacher conferences as needed
- to attend parent training workshops
- to keep abreast of school policies and academic requirements
- to discuss report cards and school assignments with their child
- to advise the school of any learning problems or other conditions that may relate to their child's education
- to participate in school-related organizations
- to be sure their child is properly dressed for school
- to update pertinent school information
- to cooperate with school administrators and teachers
- to submit a signed statement that they understand and consent to the responsibilities outlined in this plan
- to encourage their child to attend tutorials as needed
- to control their child

Parent - Your Involvement

Parents also have a right:

- to request that your child be excused from participating in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the state flag. The request must be in writing. State law does not allow your child to be excused from participation in the required moment of silence or silent activity that follows. (See Pledges of Allegiance and a Minute of Silence).
- to request that your child be excused from reciting a portion of the text of the Declaration of Independence during Celebrate Freedom Week. The request must be in writing. State law requires the recitation as part of social studies classes in grades 3-12 unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity.

Parental Involvement and Responsibilities

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. The school asks parents to:

- Sign and return to the school the written statement that the parent understands and consents to the responsibilities outlined in the Discipline Management Plan. Parents with questions are encouraged to contact the principal.
- Encourage their children to put a high priority on education and to commit themselves to making the most of the educational opportunities the school provides.
- Stay informed on school activities and issues. The Open House night in the fall and parent/booster club meetings provide good opportunities for learning more about the school.
- Become a school volunteer. For further information, contact the principal's secretary.
- Participate in campus parent organizations. The activities are varied, ranging from band boosters to the campus committee formulating campus performance objectives fostering improved educational opportunities for all students. For further information, contact the campus principal.
- Monitor their children's progress and contact teachers as needed. Conferences may be arranged at different times to discuss the student's progress.

Parent Involvement Coordinator, who works with parents of students participating in Title I programs and services: Dr. Rebecca Downing, (903) 465-6509.

Parties and Social Events

The rules of good conduct and grooming will be observed at school social events held outside the regular school day. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibilities for the conduct of the guest. A student attending a party or social event may be asked to sign out when leaving before the end of the party; anyone leaving before the official end of the party will not be readmitted.

Pesticide Application Policy – Notification

Pesticides are periodically applied to schools in accordance with the Board Policies, CLB (Legal) and CLB (Local). These policies were established to assure that pesticides are administered according to regulations established for the protection of student and employee health. Information concerning these applications may be obtained from Jim Cravens, Integrated Pest Management Coordinator, at (903) 462-7100.

Pledges of Allegiance and a Minute of Silence

Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each day. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

A minute of silence will follow recitation of the pledges. The student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others.

Posters

Signs and posters that a student wishes to display must first be approved by the building principal. Posters displayed without authorization will be removed. Any student who posts printed material without prior approval will be subject to disciplinary action.

Release of Students From School

A student will not be released from school at times other than regular dismissal hours except with the principal's permission or according to the campus sign-out procedures. The teacher will

determine that permission has been granted before allowing the student to leave. A student who leaves campus without permission will be subject to disciplinary action.

Report Cards

Written reports of student grades and absences are issued to parents at least once every six weeks. At the end of the first three weeks of a grading period, parents are notified if the student's grade average is near or below 70, or below the expected level of performance. If a student receives a six-week grade of less than 70 in any class or subject, the parents are required to schedule a conference with the teacher of that class or subject. The report card will state whether tutorials are required or only recommended for a student who receives a grade below 70 in a class or subject.

Safety and Crisis Management

Each campus has developed a Safety and Crisis Management plan which is reviewed annually.

The contact for Safe and Drug Free School is:

Regina Priggy
Denison ISD
1201 S. Rusk Ave.
Denison, TX 75020
(903) 462-7035

School Buses or Other Vehicles

Students are under the Code of Student Conduct when they are on school transportation. Any student who violates that code or the established rules of conduct while on school transportation may be denied transportation services and will be disciplined.

The following rules apply to student conduct on school transportation:

- Follow the driver's directions at all times.
- Board and leave the bus in an orderly manner at the designated bus stop nearest home. If a student is truant during the regular school day, he/she will lose their bus ride privilege for that day.
- No standing unless a seat is not available. If a passenger must ride standing, face the front and hold on to the seat rails.
- Keep books, band instrument cases, feet, and other objects out of the aisle.
- Do not deface the bus and/or its equipment.
- Do not put head, hands, arms, or legs out of the window or hold any object out of the window or throw objects within or out of the bus.
- Do not smoke or use any form of tobacco.
- Upon leaving the bus, wait for the driver's signal before crossing in front of the bus.

When a student violates the rules of conduct on school transportation:

- A conference with the principal, the student, the driver, and the parent(s) may be required.
- The principal may suspend the student's bus-riding privileges. If so, the parent will be notified prior to the time the suspension takes effect.
- In the case of serious misconduct that endangers the safety of other passengers or the driver, the driver has the authority to put the student off the bus or to call for law enforcement assistance; the principal and parents will be notified of the situation as soon as possible. The student will not be allowed to ride the bus until a conference involving all persons listed above has been held.

Disciplinary sanctions and changes in transportation for a student with a disability will be made in accordance with the student's IEP or other individually designed program.

Special Programs

The District provides special programs for gifted and talented students, bilingual students, dyslexic students, and for those with disabilities. A student or parent with questions about these programs should contact the central administration office (903) 462-7000. The coordinator of each program can answer questions about eligibility requirements and programs and services offered in the District or by other organizations.

Student Records

A student's records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents or Trustees of the District, or cooperatives of which the District is a member, or facilities with which the District contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

- Working with the student.
- Considering disciplinary or academic actions, the student's case, an IEP for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504.
- Compiling statistical data, or,
- Investigating or evaluating programs.

Certain officials from various governmental agencies may have limited access to the records. The District forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

The parent's or student's right of access to, and copies of, student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher, records pertaining to former students after they are no longer students in the District, and records maintained by school law enforcement officials for purposes other than school discipline do not have to be made available to the parents or student.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the District refuses the request to amend the records, the requester has the right to a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school

days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process. Parents or the student have the right to file a complaint, with the U.S. Department of Education if they believe the District is not in compliance with the law regarding student records.

Copies of student records are available for a small cost in the main office of the high school. Copies of a student's records may be denied:

- After the student reaches age 18 and is no longer a dependent for tax purposes, parents **may** be denied.
- When the student is attending an institution of postsecondary education if the parent fails to follow proper procedures and pay the copying charge.
- When the District is given a copy of a court order terminating the parental rights.

If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about District students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about this child. (See Directory Information). This objection must be made in writing to the principal within 10 school days after the issuance of this handbook.

Student Schedule Change Policy

Students will have the opportunity to request schedule changes (from one course to another, but not from one teacher to another) for a period of time to be set by the administration and the counselors at DHS.

Students and their parents/guardians can request a schedule change be made with the appropriate assistant principal. Requests will be granted if at all possible, with the approval of the counselor and administrator. No schedule changes will be made after the date set by the office except in emergency situations. Grades earned in a class will transfer without change to the new class when schedule changes are made after a semester begins. This includes transfers from upper level courses to lower level courses (i.e.: AP or Pre-AP to Dual Credit or level 1).

Remote learning will not determine a student's schedule. Schedules will be determined as though the student was attending in person. Changes from in person to remote learning will take place at the six-weeks grading period.

Student Welfare – Freedom from Harassment and Bullying

The District prohibits sexual harassment, dating violence, and harassment based on a person's race, color, gender, national origin, disability, or religion. Anonymous reporting may be done by visiting the DISD webpage, www.denisonisd.net.

Employees shall not tolerate harassment of students and shall make reports as required at REPORTING PROCEDURES, below.

Sexual Harassment by an Employee

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

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

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

Sexual Harassment by Others

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

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

Examples of sexual harassment of a student may include, but are not limited to, sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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

Dating Violence

Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

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

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

Reporting Procedures

Any student who believes that he or she has experienced prohibited harassment should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Testing

Students wishing to obtain information regarding the PSAT, SAT, ACT, ASVAB, COMPASS, THEA, or any other test that might be administered, should see their counselor.

Textbooks

State-approved textbooks are provided free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. A student who is issued a damaged book should report that fact to the teacher. Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for by the parent or guardian. However, a student will be provided textbooks for use at school during the school day.

Each textbook is identified by a bar code label. If the bar code label is damaged or removed, the textbook will be considered a lost book and the student will be required to pay for the cost of the textbook. Only cash will be accepted for payment of lost books.

Tobacco – Smoking

Students may not smoke, be in possession of, or use tobacco products of any kind on school property, or at any school-related or school-sanctioned activity, on or off school property. Student could be cited if a minor under age of 18. Including electronic cigarettes and any component, part or accessory for an electronic cigarette device. Possession, use, or distribution of electronic cigarette device is a mandatory DAEP placement under state law.

Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable suspicion exists to do so. A student has full responsibility for the security of his or her vehicle and will make certain it is locked and that the keys are not given to others. A student will be held responsible for any prohibited objects or substances, such as alcohol, drugs, or weapons that are found in his/her car and will be subject to disciplinary action by the District, as well as referral for criminal prosecution. Searches of vehicles may be conducted any time there is reasonable suspicion to do so, with or without the presence of the student.

All vehicles on school property must be operated according to school policies and posted signs. Operators of all vehicles are subject to citation and vehicles in unauthorized areas are subject to being towed at owner's expense.

Visitors

All visitors must first report to the principal's main office and receive a visitor's pass. Visits to individual classrooms during instructional time are permitted only with the principal's approval, and such visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Academic Letters / Letter Jackets

Academic Letters will be awarded for students placing 1st or 2nd on a test in the following subjects:

English I	Algebra I	Biology I	U.S. History	Economics AP
English II	Algebra II	Chemistry	W. History	Government AP
English III	Geometry	Physics	W. Geography	
English IV	Pre-Cal	Int. Phy. & Chem.	Physical Science	

Students wishing to compete for an academic letter must:

- Be enrolled in that subject in the current year.
- Have no six weeks grade below 85% during the year.
- Have no six weeks grade below 70% for any class during the year.
- Turn in completed application for Academic Lettering Testing by the announced deadline.

Academic Letter Tests will only be administered when three or more students are taking a subject test.

Students winning an academic letter will be provided one letter jacket during their high school career.

Behavior Code for Extra-Curricular Activities

In order that more desirable conduct of Denison students be achieved when involved in extra-curricular or co-curricular activities, the following guidelines are established:

- Each organization or group have a written code approved by the sponsor and principal and be on file in the office.
- The behavior code for each group or organization includes at least the following basic guidelines stating specific offenses and procedures for punishment.
 - Insubordination – denial of authority of school personnel, police, security, volunteers, or anyone else paid by the school.
 - Willful damage of property
 - School property – desks, textbooks, etc.
 - Private property on school premises – cars in parking lots, property in lockers, etc.
 - Property students come in contact with while supervised by school personnel – motel rooms, buses, restaurants, equipment, etc.
 - Drinking, possession of, or under the influence of alcoholic beverages
 - Use, possession of, or under the influence of controlled substance or substances that alter behavior
 - Fighting or physical violence
 - Possession or use of weapon
 - Abusive language
 - Stealing
 - Any conduct resulting in suspension or expulsion from school
 - Smoking, chewing, or otherwise using tobacco products or vaping products
- Procedure for punishment – the penalty for misbehavior specifically listed above in suspension or expulsion from the group involved in the infraction, and may result in placement in other disciplinary measures.
- A student may be suspended or expelled from co-curricular and extra-curricular activities by the school personnel in authority for a period of time to be determined by the person or persons making the suspension, any may last for as long as the balance of the student's high school career.

- When a decision has been made to suspend or expel a student the procedure provided in Statement of Policy (board of Trustees) #5181 (revised) shall be invoked.
- School personnel shall make students aware of the behavior code when involved in co-curricular and extra-curricular activities at the beginning of each year.

Channels of Communications

First – when a question arises pertaining to a student, the first contact should be made with the school where the child is enrolled or where the staff member works.

Second – in the event satisfaction is not attained from the principal and teacher, the grievance should be presented to the Assistant Superintendent for Administration or to the Assistant Superintendent for Business Services, depending on which one has jurisdiction.

Third – in the event satisfaction is not attained from the Assistant Superintendent, the grievance may be presented to the Superintendent by calling his office. Each appeal request must be honored if proper channels are followed as stated in this procedure.

Each appeal conference shall include the person making the appeal, the person whose decision is being appealed, and the person(s) to whom the appeal is being made.

Finally, it is entirely proper and fitting for any constituent of the District, after presenting a grievance to the Superintendent and failing to receive satisfaction, to request a hearing before the Board of Trustees. This appeal shall be in writing, stating the grievance, and shall be presented to the board in regular or special meeting.

Closed Campus

Under Denison Independent School District policy, Denison High School will operate as a closed campus. This means that between the hours of 8:09 a.m. and 3:40 p.m., on a regular school day, students cannot leave the campus for any reason without checking out through the attendance office.

Dances or School Functions

Conduct at any dance or school function will be the same conduct that is expected of students at school. Removal for any reason may result in suspension from dances or other functions for up to one calendar year.

Only Denison ISD High School (DHS or Pathways) students may attend any dance, including Prom. Guests from other schools, graduates or any persons not enrolled in a Denison ISD High School are not allowed. A valid school ID may be required.

Displays of Affection

As a result of the Corona Viris pandemic, students are required to maintain safe distances from each other. Displays of affection or physical contact is not allowed. Students who refuse to follow safe distancing guidelines will be placed in remote learning and not allowed on campus.

Disruption of Classes

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, and “public property” includes any street, highway, alley, public park, or sidewalk.

No individual shall be permitted, on school property or on public property within 300 feet of school property, to willfully disrupt, alone or in concert with others, the conduct of classes or other school activities. Conduct that disrupts the educational activities of a school include:

- Emissions by any means of noise or an intensity that prevents or hinders classroom instruction.
- Enticement or attempted enticement of students away from classes or other school activities that students are required to attend.
- Prevention or attempted prevention of students from attending classes or other school activities that students are required to attend.
- Entrance into a classroom without consent of either the administrators or teacher, and through acts of misconduct and/or use of loud or profane language causing disruption of class activities.

Disruption of Lawful Assembly

No individual or group of individuals 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. Disruptive activity means:

- Obstructing or restraining the passage of persons in an exit, entrance, or hallway of any building without the authorization of the administrator of the school.
- Seizing control of any building or portion of a building for the purpose of interfering with an administrative, educational, research, or other authorized activity.
- Preventing or attempting to prevent by force or violence or the threat of violence any lawful assembly authorized by the school administration.
- Disrupting by force or violence or threat of force or violence a lawful assembly in progress.
- Obstructing or restraining the passage of any person at an exit or entrance to said 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 or from said campus or property without the authorization of the administration of the school.

A lawful assembly is disrupted when any person in attendance 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.

Conduct by students, either in or out of class, that for any reason – whether because of time, place, or manner of behavior – materially disrupts class work or involves substantial disorder or invasion of the rights of other students or employees school or school-related activities is prohibited.

Student demonstrations and similar activities shall be prohibited when there is evidence or reasonable lead for school authorities to forecast substantial disruption of, or material interference with normal school operations or approved school activities.

Drug-Alcohol Use

No student shall possess, use or transmit, or be under the influence of any of the following substances on school premises during any school term or off school premises at a school-related activity, function, or event:

- Any controlled substance or dangerous drug as defined by State and Federal law, without regard to amount, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
- Alcohol or any alcoholic beverage.
- Any abusable glue, aerosol paint, or any other volatile chemical substance for inhalation.
- Any other intoxicant or mood-changing, mind-altering, or behavior-altering drugs.

“Use” means a student has smoked, ingested, injected, imbibed, drunk, or otherwise taken internally a prohibited substance recently enough that it is detectable by the student’s appearance, actions, breath, or speech.

“Under the influence” means a student’s faculties are noticeably impaired, but the student need not be legally intoxicated.

The transmittal, sale, or attempted sale of what is represented to be any of the above-listed substances is also prohibited under this rule.

A student, who uses a drug authorized by a licensed physician through a prescription not specifically for that student’s use shall be considered to have violated this rule.

Honor Roll

The Honor Roll is figured during the first five grading periods. Students who make all five Honor Rolls are given an All-Year Honor Roll award. Requirements for the Honor Roll are a 3.0 grade point average and no grade below 75 for each class taken.

Honor Society

The National Honor Society membership is based on scholarship, leadership, citizenship, and service. Candidates for membership must be members of the junior or senior class with a GPA of 3.5 or above after the 4th and the 6th semester. Candidates eligible for election based on GPA will then submit a membership application and a letter of recommendation. Membership election will then be determined by a chapter faculty council who will consider each candidate’s leadership, citizenship, and service. An NHS member can be dismissed if the above criteria is not maintained.

Identification

Every student shall obtain an ID card at no charge during the first two weeks after enrollment and is required to display the ID card at all times during school. If the card is lost, the student must purchase the subsequent card(s). The cost of a replacement card is \$5.00.

Learning Resource Center

Denison High School has a well-staffed LRC. Fully carpeted, the LRC is a place for quiet study. Students have access to all books and magazines, as well as the use of many visual aids. Rules for the LRC are as follows:

- Books on regular loan may be kept two or three weeks, and are always due on Mondays. They may be renewed, if needed.
- Reference books or books on reserve are available during the day and overnight. These may be checked out during 5th period or after school, and must be returned the following day before 8:18 a.m.
- The fine for overdue books is 10¢ per day.

Leaving Campus During the Day

If it is necessary for a student to leave campus (such as for doctor, dentist, court, illness, etc.) he/she must obtain a pass to leave campus. Before permission is granted to leave campus, the official will contact the parents unless the parent has already called to have the student released. If no contact can be made, permission to leave campus will not be granted and students will be required to report back to class.

Lunch Period Procedures

Because DHS operates under a closed campus policy, the following statements are applicable:

- ALL students must remain at school during lunch.
- All students wishing to do so may bring sack lunches. All food and drink must be consumed in the cafeteria. Food and drink are not to be taken outside or into any other area of the building.

- After students finish eating, **they must stay in the cafeteria**. Students are not allowed in any other area of the building, grounds, or parking lots during lunch.
- Students should pick up their trays, clean their tables, and discard all trash in trash containers.

Parking Guidelines for Denison High School

All student vehicles parked on school property are subject to school policies and regulations which include the right to search for prohibited and/or dangerous substances, weapons and/or anything that may be prohibited.

All student vehicles will require valid parking permits. There is no fee for the permit. The permit should be affixed to the lower right side of the vehicles front window. Vehicles must be properly inspected and tagged with proof of insurance. Vehicles without permits may be towed away at the student's expense and/or driving parking privileges revoked.

No student parking is allowed in or on the following:

- Faculty parking lot
- Driveways
- "No Parking" property
- Designated fire lanes and bus lanes
- Any grass or dirt areas

General traffic regulations are:

- **DO NOT SPEED.** Traffic speed should not exceed 5 mph.
- Follow traffic patterns as indicated by signs or markings
- Park inside the parking stripes
- Do not back vehicle into parking space
- Park only in areas designated by parking stripes and school regulations

Violations of traffic regulations or law may result in fines, revocation of driving privileges or both.

To better protect student property, once the student leaves his/her vehicle, it should be locked. Students are not allowed to go to the parking lot during the school day unless approved by an administrator or they are approved to leave campus. Students are not allowed to sit in cars parked at school or loiter around them at any time during the school day, including lunch.

Reporting to Parents

Parental reports of achievements, issued each grading period according to procedures established by the administration, shall be one of the primary established means of communicating with parents. Personal conferences and written progress reports are encouraged as means of augmenting home-communications throughout the school year.

The grading system for formal reporting systems shall be as follows:

90 – 100	=	A
80 – 89	=	B
70 – 79	=	C
Below 70	=	F

Reports of grades are made at the close of each six-week period. Report cards are handed to students during second period on Friday of the following week.

In accordance with House Bill 72, interim progress reports are issued on marginal students midway through each grading period.

Rules Covering Release to Parents Following Out-Of-Town School Activities

All students who ride to an out-of-town activity in a school vehicle must return to Denison in that school vehicle unless the procedures listed below are followed prior to the activity:

- The student must present a note to the principal from the parent/guardian prior to 3:30 p.m. on the day of the activity.
- The parent/guardian must state in the note that they wish to have the student ride home with them from the activity instead of riding home in the school vehicle.
- The principal will sign the note and keep the original copy. Two duplicate copies will be given to the student – one copy for the parent/guardian and one copy for the activity sponsor.

After the activity is over, the parent/guardian should meet the activity sponsor in the stands or at the school vehicle and show the signed copy of the note requesting that the student ride home with them. The student will then be released to the parent/guardian at that time.

These procedures are necessary whenever students are under the jurisdiction of the school on an out-of-town activity, since the school is responsible for transporting the student back safely to his/her point of departure unless the parent chooses to take the student home himself/herself.

These procedures apply to football games, contests, concerts, or other activity in which students are transported by a school vehicle or a vehicle chartered by the school.

Students may not drive themselves to or from any school activity in which they are an extra-curricular participant. They must ride:

- On school transportation
- With their own parents/guardians

Tardy Policy

Being on time for work, dates, appointments, meetings, etc. is a necessary habit to develop. Young people need to begin developing this habit by arriving at school and to their classes on time. Tardiness disrupts the learning environment in the classroom. Therefore, it must be kept to a minimum.

All tardies will be result in a discipline referral to the administration. In addition to the regular tardy policy, DHS will periodically conduct tardy sweeps. When a student is caught in a tardy sweep he/she will report to a central location and receive a tardy slip from the teachers on duty. The student will then be expected to be in his/her assigned classroom within two (2) minutes. The student will not be allowed to enter class unless he/she has one of these tardy slips.

These tardies will count in the regular tardy policy. The only difference is that if a student is caught in a sweep, whether it is the student's first tardy or fifteenth tardy, he/she will be assigned to Saturday School. If the student is caught in a tardy sweep on Monday or Tuesday, he/she will attend Saturday School that weekend. If the student is caught in a sweep on Wednesday, Thursday or Friday, then he/she will attend Saturday School the next weekend.

Tardies which result in the student not being in attendance for at least 60 minutes in each blocked (long) class period and 30 minutes in each daily (short) class period are considered absences and must be treated as such by the teacher and the attendance office.

Valuables

Valuables should not be brought to school. The school is not responsible for any articles, books or money lost, misplaced, or stolen from you while you are on campus.

Vandalism Damage to School Property

Students shall not vandalize or otherwise damage or deface any property, including furniture or other equipment, belonging to or used by the district or district schools. Parents or guardians of students guilty of damaging school property shall be liable for damages in accordance with law. Students may be subject to criminal penalties if damage exceeds \$750. Students shall be responsible for the care and return of state-owned textbooks, and will be charged for replacement of lost textbooks. Only cash will be accepted for replacement of lost or damaged books. All textbooks will have book covers.

Withdrawal From School

If it is necessary for a student to withdraw from school, a withdrawal slip will be prepared for you in the office. It will be necessary for you to secure the signature of teachers of all your classes, a librarian, the office secretary and your counselor. A check-out form will be given for establishing your position in your new school. Permission from a parent is required before beginning the withdrawal process.

Work Permits

Work permits are issued only to vocational students who are presently enrolled in a co-op class.

BACTERIAL MENINGITIS

What is Meningitis?

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

There are two common types of bacteria that cause meningitis:

- Strep pneumonia causes pneumococcal meningitis; there are over 80 subtypes that cause illness.
- Neisseria meningitides – meningococcal meningitis; there are 5 subtypes that cause serious illness – A, B, G, Y, W-135.

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children over one-year-old and adults with meningitis may have:

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

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

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal or a person may be left with a permanent disability, such as deafness, blindness, amputations or brain damage (resulting in mental retardation or paralysis) even with prompt treatment.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks or even months. Being a carrier helps to stimulate your body's natural defense system. The bacteria rarely overcome the body's immune system and causes meningitis or another serious illness.

What is the risk of getting bacterial meningitis?

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

How is bacterial meningitis diagnosed?

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

How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. Vaccines against pneumococcal disease are recommended both for young children and adults over 64. A vaccine against four meningococcal sub-groups (A, C, Y, W-135) is available. These four groups cause the majority of meningococcal cases in the United States. This vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85-90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 – 10 days after the vaccine is given and lasts for up to 5 years.

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

Seek prompt medical attention.

For more information

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of Health: <http://www.tdh.state.tx.us>

GLOSSARY

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas 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.

Armor-piercing ammunition is defined by Texas 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 Texas 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.
1. 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
2. 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 Texas 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 Texas 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 Texas 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 Texas 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.

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.

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 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. 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 Texas 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 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 weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Firearm silencer is defined by Texas Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are 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 Texas Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment is:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
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.

Harassment under Section 42.07, Penal Code is:

1. initiating communication and in the course of the communication makes a comment, request, suggestion, or proposal that is obscene;
2. 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;
3. 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;
4. causing the telephone of another to ring repeatedly or makes repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
5. making a telephone call and intentionally fails to hang up or disengage the connection;

6. 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.
7. knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section; or
8. sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

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, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

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 Texas 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 Texas Penal Code 21.08 as an offense that occurs when a person exposes his or her anus or any part of his or her 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 Texas 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 Texas Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles as defined by Texas Penal Code 46.01 are 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 Texas 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 means equipment, a product, or material that is used or intended for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, or concealing a controlled substance in violation of this chapter or in injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance in violation of this chapter. The term includes:

- (A) a kit used or intended for use in planting, propagating, cultivating, growing, or harvesting a species of plant that is a controlled substance or from which a controlled substance may be derived;
- (B) a material, compound, mixture, preparation, or kit used or intended for use in manufacturing, compounding, converting, producing, processing, or preparing a controlled substance;
- (C) an isomerization device used or intended for use in increasing the potency of a species of plant that is a controlled substance;
- (D) testing equipment used or intended for use in identifying or in analyzing the strength, effectiveness, or purity of a controlled substance;
- (E) a scale or balance used or intended for use in weighing or measuring a controlled substance;

(F) a dilutant or adulterant, such as quinine hydrochloride, mannitol, inositol, nicotinamide, dextrose, lactose, or absorbent, blotter-type material, that is used or intended to be used to increase the amount or weight of or to transfer a controlled substance regardless of whether the dilutant or adulterant diminishes the efficacy of the controlled substance;

(G) a separation gin or sifter used or intended for use in removing twigs and seeds from or in otherwise cleaning or refining marihuana;

(H) a blender, bowl, container, spoon, or mixing device used or intended for use in compounding a controlled substance;

(I) a capsule, balloon, envelope, or other container used or intended for use in packaging small quantities of a controlled substance;

(J) a container or other object used or intended for use in storing or concealing a controlled substance;

(K) a hypodermic syringe, needle, or other object used or intended for use in parenterally injecting a controlled substance into the human body; and

(L) an object used or intended for use in ingesting, inhaling, or otherwise introducing marihuana, cocaine, hashish, or hashish oil into the human body, including:

(i) a metal, wooden, acrylic, glass, stone, plastic, or ceramic pipe with or without a screen, permanent screen, hashish head, or punctured metal bowl;

(ii) a water pipe;

(iii) a carburetion tube or device;

(iv) a smoking or carburetion mask;

(v) a chamber pipe;

(vi) a carburetor pipe;

(vii) an electric pipe;

(viii) an air-driven pipe;

(ix) a chillum;

(x) a bong; or

(xi) an ice pipe or chiller.

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; telecommunications or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Texas 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;
 - c. A short-barrel firearm;
2. Knuckles;
3. Armor-piercing ammunition;
4. A chemical dispensing device;
5. A zip gun;
6. A tire deflation device;
7. An improvised explosive device; or
8. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

Public Lewdness is defined by Texas 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 a determination made by the superintendent or designee using all available information, including the information furnished 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, and only until the threat is removed.

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, Texas Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Texas Penal Code;
 - b. Indecent exposure under Section 21.08; Texas Penal Code;
 - c. Criminal mischief under Section 28.03, Texas Penal Code;
 - d. Personal hazing under Section 37.152, Education Code; or
 - e. Harassment under Section 42.07(a)(1), Texas Penal Code, 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 Texas 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 Texas 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 Section 46.01 of the Texas Penal Code 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 Texas Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05, Texas Penal Code;
- Kidnapping under Section 20.03, Texas Penal Code;
- Trafficking of persons under Section 20A.02, Texas Penal Code;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06, Texas Penal Code;
- Assault under Section 22.01, Texas Penal Code;
- Aggravated assault under Section 22.02, Texas Penal Code;
- Sexual assault under Section 22.011, Texas Penal Code;
- Aggravated sexual assault under Section 22.021, Texas Penal Code;
- Unlawful restraint under Section 20.02, Texas Penal Code;
- Continuous sexual abuse of a young child or children under Section 21.02, Texas Penal Code;
- Bestiality under Section 21.09, Texas Penal Code;
- Improper relationship between educator and student under Section 21.12, Texas Penal Code;
- Voyeurism under Section 21.17, Texas Penal Code;
- Indecency with a child under Section 21.11, Texas Penal Code;
- Invasive visual recording under Section 21.15, Texas Penal Code;
- Disclosure or promotion of intimate visual material under Section 21.16, Texas Penal Code;
- Sexual coercion under Section 21.18, Texas Penal Code;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04, Texas Penal Code;
- Abandoning or endangering a child under Section 22.041, Texas Penal Code;
- Deadly conduct under Section 22.05, Texas Penal Code;
- Terroristic threat under Section 22.07, Texas Penal Code;
- Aiding a person to commit suicide under Section 22.08, Texas Penal Code; and
- Tampering with a consumer product under Section 22.09, Texas Penal Code.

[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 Texas 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.