

GREENVILLE |SD

LESSONS FOR WHEREVER LIFE LEADS



2017–2018 Secondary Student Handbook
(6th – 12th grade)

GISD Mission Statement: *Greenville Independent School District prepares, inspires, and empowers students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society.*

Greenville ISD Home/School Compact

The Greenville ISD faculty pledges to:

- 1) Provide opportunities for successful learning
- 2) Provide a safe learning environment
- 3) Attend to any student's immediate social and medical needs
- 4) Respect all students, parents, and other faculty
- 5) Model acceptable behavior at all times

The parent(s)/guardian(s) will pledge to:

- 1) Make sure your child arrives to school on time
- 2) See that your child has breakfast at home or school
- 3) Make sure your child has good grooming/hygiene habits
- 4) Make sure your child receives adequate rest
- 5) See that your child has needed school supplies
- 6) Make sure your child does all homework
- 7) Communicate with your 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

Table of Contents

Table of Contents	3
Preface.....	14
Section I: Parental Rights	16
Consent, Opt-Out, and Refusal Rights	16
Consent to Conduct a Psychological Evaluation	16
Consent to Display a Student’s Original Works and Personal Information	16
Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14	16
Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law	16
Limiting Electronic Communications with Students by District Employees	17
Objecting to the Release of Directory Information	17
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)	18
Participation in Third-Party Surveys	18
Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation	18
“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information	18
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	19
Human Sexuality Instruction.....	19
Reciting a Portion of the Declaration of Independence in Grades 3–12.....	20
Reciting the Pledges to the U.S. and Texas Flags.....	20
Religious or Moral Beliefs	20
Tutoring or Test Preparation	20
Right of Access to Student Records, Curriculum Materials, and District Records/Policies	21
Instructional Materials.....	21
Notices of Certain Student Misconduct to Noncustodial Parent	21

Participation in Federally Required, State-Mandated, and District Assessments.....	21
Student Records.....	21
Accessing Student Records	21
Authorized Inspection and Use of Student Records	22
Teacher and Staff Professional Qualifications	25
Students with Exceptionalities or Special Circumstances	25
Children of Military Families	25
Parental Role in Certain Classroom and School Assignments	25
Multiple Birth Siblings.....	25
Safety Transfers/Assignments	26
Service/Assistance Animal Use by Students	26
Students in the Conservatorship of the State (Foster Care).....	26
Students Who Are Homeless	27
Students Who Have Learning Difficulties or Who Need Special Education Services	27
Students Who Receive Special Education Services with Other School-Aged Children in the Home.....	29
Students Who Speak a Primary Language Other than English	29
Students with Physical or Mental Impairments Protected Under Section 504.....	29
Section II: Other Important Information for Students and Parents.....	30
Absences/Attendance.....	30
Compulsory Attendance	30
Age 19 and Older	30
Between Ages 6 and 19	30
Exemptions to Compulsory Attendance	31
All Grade Levels.....	31
Secondary Grade Levels.....	31
Failure to Comply with Compulsory Attendance.....	32
All Grade Levels.....	32
Students with Disabilities.....	32
Age 19 and Older	32
Between Ages 6 and 19	32

Attendance for Credit or Final Grade (Kindergarten–Grade 12)	33
Official Attendance-Taking Time (All Grade Levels)	34
Documentation after an Absence (All Grade Levels)	34
Doctor’s Note after an Absence for Illness (All Grade Levels)	34
Driver License Attendance Verification (Secondary Grade Levels Only)	35
Unexcused Absences	35
Accountability under State and Federal Law (All Grade Levels)	35
Armed Services Vocational Aptitude Battery Test.....	36
Awards and Honors (All Grade Levels)	36
Bullying (All Grade Levels).....	37
Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)	39
Celebrations (All Grade Levels)	39
Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels)	39
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)	40
Class Schedules (Secondary Grade Levels Only)	42
College and University Admissions (Secondary Grade Levels Only).....	42
College Credit Courses (Secondary Grade Levels Only).....	43
Dual Credit Courses.....	43
Communications—Automated	44
Emergency.....	44
Nonemergency.....	44
Complaints and Concerns (All Grade Levels)	45
Conduct (All Grade Levels).....	45
Applicability of School Rules	45
Campus Behavior Coordinator.....	45
Disruptions of School Operations	46
Social Events	46
Houston Education Center: Fighting or Persistent Misbehavior	47
Counseling.....	47
Academic Counseling.....	47
Elementary and Middle/Junior High School Grade Levels	47

High School Grade Levels.....	47
Personal Counseling (All Grade Levels).....	47
Course Credit (Secondary Grade Levels Only)	47
Credit by Examination—If a Student Has Taken the Course/Subject (All Grade Levels)	48
Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject.....	48
Students in Grades 6–12.....	49
CREDIT RECOVERY	49
APEX	49
Houston Education Center.....	49
Summer School	49
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)	50
Dating Violence	50
Discrimination	50
Harassment	50
Sexual Harassment and Gender-Based Harassment	51
Retaliation	51
Reporting Procedures	52
Investigation of Report	52
DELIVERIES TO STUDENTS.....	52
Discrimination	53
Distance Learning.....	53
All Grade Levels.....	53
Texas Virtual School Network (TXVSN) (Secondary Grade Levels)	53
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels).....	53
School Materials	53
Nonschool Materials	54
From Students.....	54
From Others	54
Dress and Grooming (All Grade Levels)	55
Standardized Dress Code	56

Shirts, Blouses, Turtlenecks	56
Slacks, Shorts, and Pants.....	56
Skirts and Skorts.....	56
Jumpers and Dresses	57
Sweatshirts, Vests, and Sweaters	57
Socks, Hose, Tights, and Leggings	57
Shoes and Boots.....	57
Belts.....	58
Outerwear	58
Other Guidelines	58
Students with Special Needs.....	58
Extra-Curricular Activities	59
"Exception" Code provisions for New Students	59
Students New to the District.....	59
"Exception" Code for Currently Enrolled Students.....	59
Discretionary Days	59
Pep-Rallies and other Special Events	59
Dress Code on School Property during School Hours.....	59
Consequences	60
Disciplinary Actions for Dress Code Non-Compliance	60
Grades K-5.....	60
Grades 6-12.....	60
All Grades	60
Electronic Devices and Technology Resources (All Grade Levels).....	61
Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones	61
Possession and Use of Other Personal Electronic Devices	61
Instructional Use of Personal Telecommunications and Other Electronic Devices	61
Acceptable Use of District Technology Resources.....	62
Unacceptable and Inappropriate Use of Technology Resources.....	62
End-of-Course (EOC) Assessments.....	62

English Language Learners (All Grade Levels).....	62
Extracurricular Activities, Clubs, and Organizations (All Grade Levels).....	63
Classes Exempt from No Pass No Play (minimum grade of 60 on a 100-point scale)	64
Greenville High School	64
Paris Junior College Dual Credit Classes	65
Greenville Middle School	65
Standards of Behavior.....	65
Offices and Elections.....	65
Fees (All Grade Levels)	66
Fundraising (All Grade Levels).....	67
Gang-Free Zones (All Grade Levels)	67
Gender-Based Harassment	68
Grade-Level Classification (Grades 9–12 Only).....	68
Grading Guidelines (All Grade Levels)	68
Grades 6-8.....	68
Grades 6-12.....	69
Grades 9-12.....	69
Graduation (Secondary Grade Levels Only).....	70
Requirements for a Diploma Beginning with the 2014–15 School Year	70
Testing Requirements for Graduation	70
Foundation Graduation Program.....	71
Credits Required	71
Available Endorsements	72
Personal Graduation Plans.....	73
Available Course Options for All Graduation Programs	73
Certificates of Coursework Completion.....	73
Students with Disabilities.....	73
Early Graduation	74
Graduation Activities	74
Graduation Speakers.....	75
Graduation Expenses	75

Scholarships and Grants.....	75
Harassment	75
Hazing (All Grade Levels)	75
Health-Related Matters	76
Student Illness (All Grade Levels).....	76
Bacterial Meningitis (All Grade Levels)	76
What is meningitis?.....	76
What are the symptoms?	76
How serious is bacterial meningitis?	77
How is bacterial meningitis spread?	77
How can bacterial meningitis be prevented?	77
What should you do if you think you or a friend might have bacterial meningitis?	77
Where can you get more information?	77
Food Allergies (All Grade Levels)	78
Head Lice (All Grade Levels).....	78
Physical Activity Requirements.....	78
Junior High/Middle School.....	78
School Health Advisory Council (SHAC) (All Grade Levels)	79
Student Wellness Policy/Wellness Plan (All Grade Levels).....	79
Other Health-Related Matters.....	79
Physical Fitness Assessment (Grades 3–12)	79
Vending Machines (All Grade Levels)	79
Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)	79
Asbestos Management Plan (All Grade Levels)	80
Pest Management Plan (All Grade Levels).....	80
Homeless Students (All Grade Levels)	80
Homework (All Grade Levels)	80
Illness	81
Immunization (All Grade Levels).....	81
Law Enforcement Agencies (All Grade Levels).....	81

Questioning of Students	81
Students Taken Into Custody	82
Notification of Law Violations.....	82
Leaving Campus (All Grade Levels)	83
During Lunch	84
At Any Other Time During the School Day.....	84
Lost and Found (All Grade Levels)	84
Makeup Work	84
Makeup Work Because of Absence (All Grade Levels)	84
DAEP Makeup Work.....	85
Middle/Junior High School Grade Levels	85
Grades 6–12	85
In-School Suspension (ISS) Makeup Work (All Grade Levels)	85
Medicine at School (All Grade Levels)	86
Psychotropic Drugs	87
Nondiscrimination Statement (All Grade Levels)	87
Nontraditional Academic Programs (All Grade Levels)	88
Parent and Family Engagement (All Grade Levels)	88
Working Together	88
Physical Examinations/Health Screenings	89
Athletics’ Participation (Secondary Grade Levels Only)	89
Other Examinations and Screenings (All Grade Levels)	89
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	90
Prayer (All Grade Levels).....	90
Promotion and Retention	91
Middle/Junior High Grade Levels.....	91
High School Grade Levels.....	92
Release of Students from School	93
Report Cards/Progress Reports and Conferences (All Grade Levels)	93
District Gradebook	93
2017-2018 Grade Reporting Schedule.....	94

Retaliation	94
Safety (All Grade Levels)	94
Accident Insurance.....	94
Insurance for Career and Technical Education (CTE) Programs	94
Crisis Management Plan	95
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	95
Emergency Medical Treatment and Information	95
Emergency School-Closing Information.....	95
SAT, ACT, and Other Standardized Tests	96
Schedule Changes (Middle/Junior High and High School Grade Levels)	96
School Facilities	96
Use by Students Before and After School (All Grade Levels)	96
Arrival.....	96
Greenville 6th Grade Center	96
Greenville Middle School	96
Greenville High School	96
Houston Education Center	97
Closed Campus.....	97
Conduct Before and After School (All Grade Levels)	97
DISMISSAL/LEAVING AFTER SCHOOL.....	97
Greenville 6th Grade Center	97
Greenville High School	98
Houston Education Center.....	98
Use of Hallways During Class Time (All Grade Levels)	98
Cafeteria Services (All Grade Levels)	98
Library (All Grade Levels)	99
Lockers	100
Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)	100
Searches	100
Students' Desks and Lockers (All Grade Levels)	100
Telecommunications and Other Electronic Devices (All Grade Levels)	100

Vehicles on Campus (Secondary Grade Levels Only)	101
Trained Dogs (All Grade Levels)	102
Metal Detectors (All Grade Levels)	102
Drug Testing (Secondary Grade Levels Only)	102
Sexual Harassment	102
Special Programs (All Grade Levels)	103
Standardized Testing	104
Secondary Grade Levels	104
SAT/ACT (Scholastic Aptitude Test and American College Test)	104
TSI (Texas Success Initiative) Assessment	105
STAAR (State of Texas Assessments of Academic Readiness)	105
Grades 3–8	105
High School Courses—End-of-Course (EOC) Assessments	106
Steroids (Secondary Grade Levels Only)	106
Students in Foster Care (All Grade Levels)	106
STUDENT FIELD TRIPS	107
Student Speakers (All Grade Levels)	107
Substance Abuse Prevention and Intervention (All Grade Levels)	107
Suicide Awareness and Mental Health Support (All Grade Levels)	107
Summer School (All Grade Levels)	107
Tardies (All Grade Levels)	108
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)	108
Transfers (All Grade Levels)	108
Students Entering Greenville ISD from Non-Accredited Schools	108
Transportation (All Grade Levels)	109
School-Sponsored Trips	109
Buses and Other School Vehicles	109
Vandalism (All Grade Levels)	110
Video Cameras (All Grade Levels)	110
Visitors to the School (All Grade Levels)	111

General Visitors.....	111
Unauthorized Persons.....	111
Visitors Participating in Special Programs for Students	111
Business, Civic, and Youth Groups	111
Career Day.....	111
Volunteers (All Grade Levels).....	112
Voter Registration (Secondary Grade Levels Only).....	112
Withdrawing from School (All Grade Levels).....	112
Glossary	113
APPENDIX I: Campus Directory	116
APPENDIX II: Administrative Directory	117
APPENDIX III: Campus Bell Schedules	118
APPENDIX IV: Greenville ISD Title I Parent Involvement Policy	122
APPENDIX V: Student Welfare: Freedom From Bullying Policy.....	124
APPENDIX VI: Electronic Acceptable Use Policy	128
APPENDIX VII: Responsible Use Policy.....	131
Index.....	132

Preface

To Students and Parents:

Welcome to the 2017–18 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Greenville ISD Secondary (6th – 12th Grade) Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I—Parental Rights—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II—Other Important Information for Students and Parents—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Greenville Independent School District Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at <http://www.greenvilleisd.com/> and is available in hard copy upon request.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the provisions of board policy and the Student Code of Conduct are to be followed.

Please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

If you or your child has questions about any of the material in this handbook, please contact a teacher, the school counselor, or the principal.

Also, please complete and return to your child's campus the following forms provided in the forms packet distributed at the beginning of the year or upon the student's online enrollment:

1. Acknowledgment Form OR Acknowledgment of Electronic Distribution of Student Handbook;
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.

[See [Objecting to the Release of Directory Information](#) on page 17 and [Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation](#) on page 18 for more information.]

Note: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at <http://pol.tasb.org/Home/Index/695> or www.greenvilleisd.com.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact priceb@greenvilleisd.com and 903-457-2530.

Section I: Parental Rights

This section of the Greenville ISD Secondary Student Handbook includes information related to certain rights of parents as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A child under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law

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

- When it is to be used for school safety;
- When it relates to classroom instruction or a cocurricular or extracurricular activity;
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

[See [Video Cameras](#) on page 110 for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual's professional responsibilities, as described by district guidelines. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity. The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a child's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student's photograph for publication in the school yearbook; a student's name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating school wide or classroom recognition; a student's name and photograph posted on a district-approved and -managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

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

The district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams per FL (LOCAL). If you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs.

Also review the information at [Authorized Inspection and Use of Student Records](#) on page 22.

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. A form included in the forms packet is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

Participation in Third-Party Surveys

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

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

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF(LEGAL).]

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

As a parent, you have a right to receive notice of and deny permission for your child's participation in:

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

- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. **Note:** This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See [policies](#) EF and FFAA.]

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

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

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

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

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

In accordance with state law, below is a summary of the district's curriculum regarding human sexuality instruction:

Greenville ISD administrators, parents, teachers and Board members have adopted the Raffa Clinic's Abstinence-based Sex Education Program, which meets the requirements of Texas law requiring

that sex education programs in the state be abstinence-only curricula. This curriculum includes information regarding puberty, sexual reproduction, sexually transmitted diseases and making healthy decisions. The curriculum is aligned to the Texas Essential Knowledge and Skills for science and health.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

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

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week 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 U.S. government extends diplomatic immunity. [See [policy EHBK\(LEGAL\)](#).]

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See [Pledges of Allegiance and a Minute of Silence](#) on page 90 and [policy EC\(LEGAL\)](#).]

Religious or Moral Beliefs

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

[Also refer to [policies](#) EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.]

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

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child's teacher.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

You may request information regarding any state or district policy related to your child's participation in assessments required by federal law, state law, or the district.

Student Records

Accessing Student Records

You may review your child's student records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,

- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an "eligible" student is one who is age 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at [Objecting to the Release of Directory Information](#) on page 177, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

Inspection and release of student records is primarily restricted to an eligible student or a student's parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that, as soon as a student reaches the age of 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

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

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.

- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see [Objecting to the Release of Directory Information](#) on page 17 for opportunities to prohibit this disclosure].

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

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

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is 4004 Moulton Street, Greenville, Texas 75401.

The address(es) of the principals' offices: can be found in the [Campus Directory](#) on page 117.

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student 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, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), [Report Cards/Progress Reports and Conferences](#) on page 93, and [Complaints and Concerns](#) on page 45 for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office <http://pol.tasb.org/Home/Index/695> or www.greenvilleisd.com.

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

Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and whether the teacher is currently teaching in the field of discipline of his or her certification. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Students with Exceptionalities or Special Circumstances

Children of Military Families

Children of military families will be provided flexibility regarding certain district requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

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

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See [policy](#) FDB(LEGAL).]

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying as by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent OR designee for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See [Bullying](#) on page 37, [policy](#) FDB, and [policy](#) FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See [policy](#) FDE.]
- Request the transfer of your child to another district campus OR a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with [policy](#) FDE.

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

A student who is currently in the conservatorship of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving

district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

[See also [Credit by Examination for Advancement/Acceleration](#) on page 48, [Course Credit](#) on page 47, and **Students in Foster Care** on page 106 for more information.]

Students Who Are Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

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

[See also [Credit by Examination for Advancement/Acceleration](#) on page 48, [Course Credit](#) on page 47, and [Homeless Students](#) on page 80 for more information.]

Students Who Have Learning Difficulties or Who Need Special Education Services

If a student is experiencing learning difficulties, his or her 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 making a referral for a special education evaluation. For those students who are having difficulty in the regular classroom, 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 to meet the needs of all struggling students.

A parent may request an evaluation for special education services at any time. If a parent makes a written request to a school district's director of special education services or to a district administrative employee for an initial evaluation for special education services, the school must, not later than the 15th school day after the date the school receives the request, either give the parent prior written notice of its proposal to evaluate the student, a copy of the Notice of Procedural Safeguards, and the opportunity for the parent to give written consent for the evaluation or must give the parent prior written notice of its refusal to evaluate the student and a copy of the Notice of Procedural Safeguards.

If the school decides to evaluate the student, the school must complete the initial evaluation and the resulting report no later than 45 school days from the day the school 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 must be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45 school day timeline. If the 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, the school 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 completion, the school must give you a copy of the evaluation report at no cost.

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

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

- [Texas Project FIRST](#)
- [Partners Resource Network](#)

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Jerrold Jackson at 903-408-4445.

The district will notify the parent of a student, other than a student enrolled in a special education program, who receives assistance from the district for learning difficulties, including intervention strategies, that the district provides assistance to the student.

Students Who Receive Special Education Services with Other School-Aged Children in the Home

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

Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

Students with Physical or Mental Impairments Protected Under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Davia Madariaga at 903-457-2500.

[See [policy FB](#).]

Section II: Other Important Information for Students and Parents

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact [Campus Directory](#) on page 117.

Absences/Attendance

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 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 thereafter would be unauthorized and may be considered trespassing. [See [policy](#) FEA.]

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at [Children of Military Families](#), absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See on page 25 for that section.]

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Absences of up to two days in a school year will also be considered an exemption for:

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

An absence of a student in grades 6–12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Age 19 and Older

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

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor his or her child’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Chip Gregory, District Attendance Officer. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See [policy](#) FEA(LEGAL).]

Attendance for Credit or Final Grade (Kindergarten–Grade 12)

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See [policy](#) FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board by following [policy](#) FNG(LOCAL).

The actual number of days a student must be in attendance in order to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day during second period at the Sixth Grade Center, Greenville Middle School and HEC. Attendance is taken during second/sixth period at Greenville High School.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. **Note:** Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

If a student fails to submit a note, the absence will be considered unexcused. The student will be allowed three (3) days to submit a written note excusing an absence. **Visit your campus Web site** for instructions and contact information for your attendance/data clerk. It is very important to send a note because the absence will be unexcused if a parent/guardian fails to provide a note within the specified time. Parents of students with unexcused absences will receive a letter notifying them of the unexcused absence(s) and the consequences of violating truancy laws. Unexcused absences may result in the filing of truancy charges.

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

Within three (3) days of returning to school, a student absent for more than five (5) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

[See [policy](#) FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

Unexcused Absences

Unexcused absences are all absences not resulting from the following:

- Personal sickness;
- Sickness or death in the family;
- Quarantine;
- Weather or road conditions making travel dangerous;
- Involvement in required juvenile proceedings or child abuse and neglect investigations;
- Any other unusual cause acceptable to the principal of the school in which the student is enrolled.

Students who are absent from school or from any class without permission will be considered truant and will be subject to disciplinary actions. This includes suspensions from extra-curricular activities.

Accountability under State and Federal Law (All Grade Levels)

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

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

This information can be found on the district's website at <http://www.greenvilleisd.com/>. Hard copies of any reports are available upon request to the district's administration office.

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

Armed Services Vocational Aptitude Battery Test

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

Please contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Greenville 6th Grade Center

- “A” Honor Roll – 90 or above in all subjects for each grade reporting period
- “A-B” Honor Roll – 80 in all subjects for each grade reporting period
- “Citizenship” – “E’s” in conduct in all subjects for each grade reporting period
- “Perfect Attendance”

Greenville Middle School

- Academic Excellence Awards – The purpose is to recognize students for academic excellence in selected subject areas and to encourage students to strive for academic excellence. At the end of the school year, students will be honored for academic achievement, effort, conduct, attendance, athletics and clubs. Students and parents will be invited to an awards ceremony where students will be recognized. Honorees may receive medals or certificates.
- Principal Scholars – Students who earn a grade point average of 4.0 or above in all subjects (except PE, a PE equivalent, or student aide) are recognized for this award.
- Mr. and Miss GMS – Faculty and staff name these honorees at the end of the school year.
- National Junior Honor Society – Membership into the GMS chapter of the nationally recognized honor society is based upon a student’s outstanding performance in the areas of scholarship, service, leadership, and character. These criteria for selection form the foundation upon which the organization and its activities are built.
- Semester awards for Perfect Attendance

Greenville High School

- Pursuit of Excellence Recognition Program – The purpose is to recognize outstanding seniors who have demonstrated scholarship and citizenship during their high school careers. Students completing their senior year at GHS are eligible for recognition. All portions of the Exit Level EOC STAAR must have been successfully completed before May 1. (Grades for physical education, office/student aides and athletics do not count for GPA calculations.) Students who have been expelled during their high school careers or have been placed into GAEP during their senior year are not eligible for this program. Students selected shall be recognized at a pre-graduation senior event.
- Six Weeks “A-B” Honor Roll – all grades 80 or above with no other grade less than “S”

- Semester awards for Perfect Attendance
- Superintendent Scholar Program – The Scholar program emphasizes certain core courses that must be taken. Students in grades 9-10 must take at least five of the required courses, and only those courses count towards Superintendent Scholar recognition. Students in grades 11-12 must take at least four required courses, and only those courses count towards Superintendent Scholar. Students must make at least a 90 average during the first semester and a 90 average in the third nine-weeks in each regular class and a 90 average in each honors class during the first semester and a 90 average during the fourth and fifth six-weeks. Scholar courses include English I, II, III and IV, Algebra I and II, Geometry, Pre-Calculus, Calculus AP, College Algebra, Trigonometry, Integrated Physics & Chemistry (IPC), Biology, Chemistry I and II, Physics, Environmental Science, Anatomy & Physiology, World History, Economics, Government, U.S. History, World Geography, ISM, Spanish I, II, III and IV, German I, II, III and IV, French, I, II, III and IV and two one-year computer courses.
- National Honor Society – Membership into the GHS chapter of this nationally recognized honor society is based upon a student's outstanding performance in the areas of scholarship, service, leadership, and character. These criteria for selection form the foundation upon which the organization and its activities are built.
- Athletic Awards – The guidelines below are to be followed in issuing of awards:
 - First Varsity Letter – Major Award
 - Additional Varsity Letter – Minor Award (Letter, Patch, Trophy)
 - Sub-Varsity (Certificates)
 - A student athlete can receive only one major award.

Bullying (All Grade Levels)

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by filling out an anonymous incident report form and placing it in a locked box outside the counselors office.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [See [Safety Transfers/Assignments](#) on page 26.]

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

Procedures related to reporting allegations of bullying may also be found on the district's website.

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

[See [Safety Transfers/Assignments](#) on page 26, [Dating Violence, Discrimination, Harassment, and Retaliation](#) on page 50, [Hazing](#) on page 75, [policy](#) FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas: Agriculture Food and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Business Management and Administration; Finance; Education and Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Manufacturing; Marketing; STEM; Transportation, Distribution and Logistics. For admittance into the work cooperative program, you must be current on credits for graduation.

These programs will be offered without regard to race, color, national origin, sex, or disability. Greenville Independent School District will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [See [Nondiscrimination Statement](#) on page 87 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See [Food Allergies](#) on page 78.]

Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.greenvilleisd.com. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a

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

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County.](#)]

The following websites might help you become more aware of child abuse and neglect:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part 1](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part 2](#)

Reports of abuse or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

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

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below.

- The calculation shall include failing grades.
- The calculation of class rank shall exclude grades earned in physical education, any course substituted for physical education, athletics, cheerleading, any local credit course, any course for which a pass/fail grade is assigned.

- The District shall categorize and weight eligible courses as Honors/Advanced Placement (AP)/Gifted and Talented (GT)/Dual Credit and Regular in accordance with provisions of this policy and as designated in appropriate District publications.
- Eligible Honors/AP/GT/Dual Credit courses shall be categorized as weighted as Honors/AP/GT/Dual Credit courses.
- All other eligible courses shall be categorized and weighted as Regular courses.
- For more information regarding weighted courses see GHS Academic Guide on-line at www.greenvilleisd.com
- When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if a similar or an equivalent course is offered to the same class of students in the District.
- For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank by using grades available at the time of calculation at the end of the third week of the fourth nine-week grading period of the senior year.
- For the purpose of application to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(Legal)]
- The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. To be eligible for this local graduation honor in the graduating class of 2016, 2017, or 2018, a student must:
 - 1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation; and
 - 2. Be graduating after exactly eight semesters of enrollment in high school; however, a student who has completed all graduation requirements prior to the spring semester deadline established for the class shall be eligible for valedictorian or salutatorian.
- Beginning with the graduating class of 2019, to be eligible for this local graduation honor, a student must:
 - 1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;
 - 2. Be graduating after exactly eight semesters of enrollment in high school; and
 - 3. Have completed the Recommended Program, the Advanced/Distinguished Achievement Program, or foundation program with the distinguished level of achievement.
- In case of a tie in weighted GPAs, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

- 1. Compute the weighted GPA to fourth decimal place using the total average grade points earned by each student, including those earned during summer sessions prior to the junior and senior years.
- 2. Compare the number of TEA approved honor courses taken by each student in grades 9–12.
- 3. Calculate the total numeric grade average of all classes taken by each student in grades 9–12.
- If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.
- The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

[For further information, see [policy](#) EIC.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

Campus schedules can be found in the appendix of this handbook.

[See **Schedule Changes** on page 96 for information related to student requests to revise their course schedule.]

College and University Admissions (Secondary Grade Levels Only)

For two school years following his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who

are eligible to enroll in the University during the summer or fall 2018 term, the University will be admitting the top seven percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

[See [Class Rank/Highest-Ranking Student](#) on page 40 for information specifically related to how the district calculates a student's rank in class, and requirements for [Graduation](#) on page 68 for information associated with the foundation graduation program].

[See [Students in the Conservatorship of the State \(Foster Care\)](#) on page 22 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Paris Junior College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

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

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

Dual Credit Courses

Juniors and Seniors at Greenville ISD may enroll in dual credit courses (either dual credit on the high school campus or taken at the college site) with the following guidelines:

- College level courses shall be provided only by institutions of higher education that are accredited by the Southern Association of Colleges and Schools.
- To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have prior approval of the high school principal.
- Student must meet qualifications set by the college.
- The course for which credit is awarded shall provide advanced academic instruction beyond or in greater depth than the TEKS as set forth in Chapter 74.
- In order for a student to be awarded credit, the provision of Chapter 74, 74.25(a & b) (1)-(5) will be followed.
- In order to receive credit, the student must obtain and present a letter from the college which includes a course outline, description, and the essential elements to be taught, as well as the anticipated extension of learning.
- To receive High School credit a student must receive a 70 for the course.
- Students are responsible for providing grade reports for dual courses to their counselor via an official transcript.
- Upon enrollment the student understands that GISD requires the final course grade be in numerical format and that GISD will request in writing from the college instructor.

Communications—Automated

Emergency

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

[See **Safety** on page 94 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's

principal. [See **Safety** on page 94 for information regarding contact with parents during an emergency situation.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's website at <http://www.greenvilleisd.com> or <http://pol.tasb.org/Home/Index/695>.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each district campus is listed below:

- Greenville High School: Mark Albin
- Houston Education Center: Stacie Wilson
- Greenville Middle School: Bobbie Bowen
- Sixth Grade Center: Jinger Surles
- L. P. Waters Early Childhood Center: Sherry Fair
- Bowie Elementary: Naomi Gilbert
- Carver Elementary: Rachel Henson

- Crockett Elementary: Karalu Pope
- Lamar Elementary: Dena Poteet
- Travis Elementary: Teresa Connelly
- STEM Academy: Stacey Kluttz

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

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

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

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Houston Education Center: Fighting or Persistent Misbehavior

Because attending Houston Education Center is a privilege, and because there are a limited number of slots, students who choose to fight, or persistent misbehavior, will be given a 45-day GAEP placement and will have to reapply for admission. Reacceptance will be based on space availability and behavior/attitude while the student is in attendance at GAEP.

Counseling

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

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

High School Grade Levels

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

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

Personal Counseling (All Grade Levels)

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

[See [Substance Abuse Prevention and Intervention](#) on page 107 and [Suicide Awareness and Mental Health Support](#) on page 107.]

Course Credit (Secondary Grade Levels Only)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-

semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

Credit by Examination—If a Student Has Taken the Course/Subject (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an exam approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

The school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

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

[For further information, see the school counselor and [policy](#) EHDB(LOCAL).]

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

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2017–18 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

If a student plans to take an exam, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see [policy](#) EHDC.]

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

CREDIT RECOVERY

APEX

This program is computer based and offered to students who are recovering lost credit due to failure or poor attendance. The credit recovery computer lab is open each period of the school day and in the afternoon and early evening at Greenville High School. Students should see their counselor for further information.

Students will be awarded a Pass/Fail grade for passing a minimum number of lessons (assignments) for each 3rd, 6th, and 9 week grading period. The student must pass 6 lessons per 3 weeks and 12 lessons per 6 weeks and 18 at 9 weeks with a grade of at least 70 on each of the lessons. If the student does not complete the 6 lessons, he/she would receive a failing grade for that grading period.

Each section of APEX in which a student is enrolled would count separately. If a student is enrolled in two sections of APEX, he would have to pass 6 separate lessons for each section; not 6 total. Therefore, he would be required to complete 12 lessons per 3 weeks if he is in two A+ periods. If the student is assigned to multiple APEX periods, this number is multiplied by the number of periods he is assigned to APEX.

Upon completion of the entire course, the semester grade will indicate a 70 for Credit Recovery or the actual grade earned for Original Credit.

Houston Education Center

Houston Education Center offers students in grades nine through twelve an opportunity to earn credits and graduate with full accreditation in an open-entry/open-exit educational setting. The program is targeted at drop-out recovery and retention of students who might otherwise drop out of school. A child-care center is located on the campus where students who are moms and dads may bring their children during the school day. If the student is placed in GAEP, they lose childcare privileges. The students may apply for admission to Houston Education Center by contacting the school office at 903-457-2688. Graduation ceremonies are held two (2) times a year.

Summer School

The summer school program is offered in the APEX computer based system and the traditional classroom setting. GISD offers summer school for credit. Contact the campus principal for courses

available. Students must have an application signed by their counselor before enrolling in the summer school program.

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

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on <http://www.greenvilleisd.com> or <http://pol.tasb.org/Home/Index/695>. [See [policy](#) FFH.]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person 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. This type of conduct is considered harassment if 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; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an

intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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

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

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

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

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

DELIVERIES TO STUDENTS

Students will not receive gifts or floral arrangements delivered to the school. **All deliveries** will be refused by office personnel. Food deliveries are **allowed** by the parent or guardian to share only

with his or her child after checking in as a visitor at the school office. The parent or guardian will have to eat with their child separate from the other students in the cafeteria.

Parents or guardians will not be able to check their child out of school to leave during lunch unless student and parent/guardian are present at the school office.

Discrimination

[See [Dating Violence, Discrimination, Harassment, and Retaliation](#) on page 50.]

Distance Learning

All Grade Levels

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

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

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 63.] In addition, for a student who enrolls in a TXVSN N course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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

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

School Materials

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

The school newspaper, The Lion Ledger, is available to students at GHS. Yearbooks are available to students at Sixth Grade Center, Greenville Middle School, and Greenville High School.

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

Nonschool Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than ten (10) copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated a location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See [policy](#) FNAA.]

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

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Chief School Leadership Officer for prior review. The Chief School Leadership Officer will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See [policies](#) at DGBA or GF.]

The principal has designated a location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).

- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

Dress and Grooming (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- **Philosophy** - The secondary school dress code is designed to instill dignity, respect, and discipline within the student body. The appearance of each student should reflect the high standards expected from each person at Greenville High School, Houston Education Center, Greenville Middle School and Greenville Sixth Grade Center. The dress code is also designed to ensure safety during the normal school day or an emergency situation. It is the belief at Greenville ISD that a high standard of dress is essential to the success of the student body and the expectation of excellence for the school. Therefore, the following standards shall be maintained:
 1. All students should be clean and neat and practice good hygiene each day.
 2. Hair shall be neat, clean and well groomed. Hair color must be appropriate, in good taste, and must not cause a distraction. Unnatural hair colors are prohibited. Hair designs/carvings shaved into the hair are prohibited. Eyebrow carvings are prohibited.
 3. No type of head covering may be worn in the building. Any cap, hat or hood, sweatband, bandanna, hair rollers, sunglasses or combs must not be worn in the building. These head coverings should be removed before entering the building and not put back on until the student has exited the building. Caps worn outside the building must be worn with the bill facing toward the front and not twisted to the side. Dew rags or wave caps may not be worn outside of the building while on school property.
 4. Symbols, jewelry and/or styles of hair, which are identified with gang membership or gang type representation will not be allowed.
 5. No chains (including wallet chains) are allowed. No jewelry that may be dangerous to students or faculty may be worn. Teeth grills are prohibited.
 6. Any visible pierced jewelry other than jewelry worn in the ear is prohibited. Coverage with a Band-Aid or other covering is not acceptable.
- **GAEP Dress:** In addition to the Greenville ISD "Dress and Grooming" policy, students assigned to the Greenville Alternative Education Program (GAEP) will be required to adhere to the dress code policy for Greenville ISD. Shirts must be tucked in and belts must be worn at all times. (See the district Standardized Dress Code below).

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is

corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Standardized Dress Code

Shirts, Blouses, Turtlenecks

Style: Collared knit button polo style shirt or dress style buttoned shirts/blouses (long or short sleeve), turtlenecks

Colors: Red, White, Black, Navy, or Gray (solid, single colors)

- All shirts, blouses, and turtlenecks must be tucked in at all times and must stay tucked in when arms are raised. Shirts must be tucked in so that belts/waistline show.
- Greenville school logos must be approved by administration. School logos are not required.
- All shirts and blouses must be fastened no lower than four (4) inches from the top of the collar.
- Stripes, checks, or other designs on shirts, blouses, or turtlenecks are not allowed.
- T-shirts, denim, thermal type, zippered, unhemmed or sleeveless tops are not allowed.
- Non-school commercially manufactured logos or labels on shirts, blouses or turtlenecks must be no larger than 1" x 1".

Slacks, Shorts, and Pants

Style: Pleated or flat front (Docker-style) slacks or pants (belted and full length); capri pants, cargo pants, walking style or cargo shorts. Slacks, shorts and pants with belt loops must have a belt in grades 6-12.

Colors: Khaki, Black, or Navy (solid, single colors)

- Hem of shorts must fall between the top and the bottom of the knee.
- Carpenter, overall, painter, hip-hugger, or low-rise style pants are not allowed.
- Baggy-style legged slacks or bell-bottom pants wider than shoes are not allowed.
- Jeans, denim, corduroy, or khaki jeans are not allowed.
- Slacks, shorts, and pants must be worn at the waist and be properly hemmed or cuffed.
- Non-school commercially manufactured logos or labels on pants must be no larger than 1" x 1".
- Soccer or boxer style shorts are not allowed, except as directed by instructors during PE/Athletics, Cheer, Band, or Drill team classes.
- Brads, studs or other adornments are not allowed on pants, shirts, belts, or any garment.
- Shirt (top) and pants, skirt, skorts (bottom) may not be same color. Example: May not wear a black shirt with black pants.

Skirts and Skorts

Colors: Khaki, Black, or Navy (solid, single colors)

- Skirts must be no shorter than the top of the knee. Slits are allowed, but no higher than three (3) inches above the knee.
- Knee length skirts may have a kick-pleat (no more than three (3) inches above the top of the kneecap).
- Skorts must be no shorter than the top of the knee.

- Non-school commercially manufactured logos or labels on skirts or skorts must be no larger than 1" x 1".
- Shorts, tights or leggings must be worn under skirts for Pre-K through 5th grade.

Jumpers and Dresses

Style: V-neck, square neck or round neck

Colors: Khaki, Black or Navy (solid, single colors)

- Jumpers and dresses must be no shorter than the top of the knee (in both front and back). No slits are allowed.
- Collared polo shirt, blouse, or turtleneck must be worn under the jumper at all times.
- Shorts, tights or leggings must be worn under jumpers or dresses for Pre-K through 5th grade.
- Kick-pleats are allowed (no more than three (3) inches above the top of the knee cap). Slits are not allowed.
- Sleeveless or low cut dresses are not allowed.
- Non-school commercially manufactured logos must be no larger than 1" x 1".
- Jumpers or dresses can be worn with dress shoes without socks in grades 6-12.

Sweatshirts, Vests, and Sweaters

Colors: Red, White, Black, Navy, or Gray (solid, single colors)

- Sweatshirts, vests, and sweaters must be appropriately sized in the shoulders, sleeves, and length, and must be worn over collared polo shirt, blouse, or turtleneck.
- Greenville school logos must be approved by administration. School logos are not required.
- Stripes, checks, lettering, or other designs are not allowed on sweatshirts, vests or sweaters.
- Sleeveless or capped sleeve sweatshirts are not allowed.
- Hoods are not allowed on any garment.

Socks, Hose, Tights, and Leggings

Sock Colors: White, black or khaki (solid, single colors)

Sock Style: Socks must be worn with slacks, pants or shorts.

Hose, Tight, or Legging Colors: White, black, khaki, or flesh-tone (solid, single colors)

- Socks must match each other.
- Stripes, checks, or other designs on socks or hose/tights are not allowed.

Shoes and Boots

Color: Brown, black, gray or red leather-like shoes (tie or loafer-type), or brown, black, gray or red boots (pants are to be worn on the outside of the boots), or red, black, white or gray tennis shoes. Solid colored shoes are preferred, however, small commercially manufactured logos or insignia's will be allowed.

Style: Must be closed-toe and closed-heel. Para-military type boots, sandals, thongs, flip flops, house-shoes, open-toed or open-heeled shoes are not allowed. (Dress Code approved shoes also pertains to "discretionary days".)

- Shoes must match each other. Boots must match each other. Tennis shoes must match each other.

- Shoelaces must match shoes and must be tied.

Belts

Style: Leather-like dress style belts must be worn at all times. Wearing belts is encouraged, but not required for Pre-K through 5th grade unless deemed necessary by teacher/administrator.

Color: Solid colored brown or black dress style.

- Stripes, checks, or other designs on belts are not allowed.
- Belts must be appropriate size.
- Belts may not have metal studs, brads or other adornments.
- Belts may not be wider than belt loops and must be worn inside loops at the waist.
- Belt buckles must be no larger than one-half inch wider than the belt or longer than two (2) inches and may not have any adornment.

Outerwear

- Coats may be allowed in accordance with appropriate weather conditions.
- Coats may be worn outside and in hallways during passing periods, but must be removed inside classrooms and hung on back of chair or in area designated by the teacher.
- Except for coats, jackets, and windbreakers, leather, suede, vinyl, corduroy, and denim materials are not allowed.
- Hooded garments are not allowed to be worn at school. If worn to school, they must be placed in the student's locker or designated area.

Other Guidelines

- Clothing can be no more than one size larger than the student's measurements; nor may the garment be too tight.
- Caps, hats, hoods, or head coverings inside the buildings are not allowed.
- Overall pants, overall shorts, and overall jumpers are not allowed.
- Wind shorts/pants, athletic shorts/pants, sweat shorts/pants are not allowed except as directed by instructor during PE/athletics, cheer, band or drill team classes.
- All clothing worn inside the classroom must be solid colored and dress code colors.
- Clothing items cannot be worn in any way that reflects gang affiliation, conceals contraband, or creates a distraction. All clothing must be properly hemmed, clean and free from holes or tears.
- Undershirts must be one of the solid approved colors with no lettering or designs.
- Spandex, nylon, and stretch-type materials are not allowed.
- Administrators have final judgment on all matters for interpretation of the standardized dress code. Matters concerning appearance and dress not specifically covered in the standardized dress code are within the discretion of the administration.

Additional Information

Students with Special Needs

Students with special needs will be addressed at their ARD committee meeting.

Extra-Curricular Activities

The principal, in cooperation with the sponsor, coach, or other person in charge of an extra-curricular activity, may regulate the dress and grooming of students who participate in those activities.

"Exception" Code provisions for New Students

Parents or guardians of new students and students moving to the district must complete and submit applications for "Exception" to the campus administrator within ten (10) school days of enrollment. Students who are denied "Exception" have fourteen (14) calendar days from notification date to meet Standardized Dress Code.

Students New to the District

New students and students moving to the district shall have fourteen (14) calendar days to meet Standardized Dress Code regulations.

"Exception" Code for Currently Enrolled Students

A parent or guardian of a student may apply for "exception" from the dress code on behalf of the student. Dress Code "Exception" forms may be obtained from the campus office or school district central office and must be submitted to campus principals by the last day of instruction of the previous school year.

Students who are approved for "Exception" are required to meet alternative/interim dress code provisions.

Discretionary Days

The principal may designate up to ten (10) days per year as "Discretionary or Spirit Days" and has the authority to establish a particular mode of attire for those special occasion days or a part of those days. During Red Ribbon month an additional five (5) days may be used. The Superintendent shall have the authority to grant five (5) additional discretionary days throughout the school year. Students who do not choose to participate with the particular mode of attire for those special occasion days are required to follow the Standardized Dress Code. Shoes must meet standardized dress code.

Pep-Rallies and other Special Events

The principal, in cooperation with the sponsor, coach, or other person in charge of an extra-curricular activity, may regulate the dress and grooming of students who participate in special events such as pep-rallies. Participants in those activities are, however, still required to follow Standardized Dress Code in academic classes on those days.

Dress Code on School Property during School Hours

Students are to follow Standardized Dress Code on school property during school hours and extended instructional day activities.

Consequences

Non-"exception" students who attend school in violation of the Standardized Dress Code will be dealt with in accordance with the Greenville ISD Student Code of Conduct.

Disciplinary Actions for Dress Code Non-Compliance

Grades K-5

First day of school for students: Students who are out of dress code on the first day of school will be given a letter to take home to their parents and a copy of the standardized dress code.

The student will be allowed to go to class the first day only.

Grades 6-12

First Day of School for Students: The parent of a student out of dress code will be called and asked to bring clothing that will adhere to the standardized dress code. The student will be placed in the auditorium and will be released from the auditorium when the student adheres to the dress code. The student will be given a letter detailing the consequences for failure to comply with the standardized dress code and a copy of the standardized dress code.

All Grades

First Offense (following the first day): A discipline referral shall be written. The parent will be called and the student will be provided with an opportunity to change clothes and conform to the standardized dress code. The student may be assigned ISS until proper clothing is worn.

Second Offense: A discipline referral shall be written. The parent will be called and the student will be provided with an opportunity to change clothes and conform to the standardized dress code. The student will be assigned to ISS until the proper clothing is worn. A parent conference will be scheduled.

Third Offense: A discipline referral shall be written. The parent will be called and the student will be placed in ISS for the entire day.

Fourth Offense: A discipline referral shall be written. The parent will be called, the student will be placed in ISS for the entire day, and the student will be assigned to GAEP for a period of at least ten (10) days. The placement term will be based upon the student conforming to the standardized dress code for ten (10) consecutive days and agreeing to adhere to the dress code upon returning to his/her campus.

Approved by Greenville ISD Board of Trustees on July 21, 2015

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent/guardian may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 100 and [policy](#) FNF.]

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

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 100 and [policy](#) FNF.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that

contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ['Before You Text' Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 68 and **Standardized Testing** on page 104.]

English Language Learners (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at [Standardized Testing](#) on page 104, may be administered to an English language learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

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

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

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See [Transportation](#) on page 1099.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

In addition, the following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to ten (10) absences not related to post-district competition, a maximum of five (5) absences for post-district competition prior to state, and a maximum of two (2) absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Classes Exempt from No Pass No Play (minimum grade of 60 on a 100-point scale)

Greenville High School

Math---P/AP Algebra I, P/AP Geometry, P/AP Algebra II, Pre-Calculus P/AP, Dual Credit Pre-Calculus, AP Calculus, College Algebra, AP Statistics

Science----P/AP Biology, P/AP Chemistry, AP Physics, Biology Dual Credit, Anatomy/Physiology, AP Chemistry, Dual Credit Chemistry, AP Biology

Social Studies---P/AP Geography, P/AP World History, World Experience, AP US History, Dual Credit US History, AP Government, Dual Credit Government, AP Economics, Dual Credit Economics

English----P/AP English I, P/AP English II, World Experience, AP English III, AP English IV, English III Dual Credit, and English IV Dual Credit

Languages----P/AP Spanish II, P/AP Spanish III, AP Spanish IV, Dual Credit

P/AP German II, P/AP German III, AP German IV

P/AP American Sign Language II

Engineering I, II, and III, Electronics I, II, and III

Paris Junior College Dual Credit Classes

Dual Credit Electromechanical, Nursing, and Computer Tech Courses

Speech

Sociology

Psychology

Astronomy

Greenville Middle School

Algebra I

7&8 Pre AP Reading

7&8 Pre AP ELA

7&8 Pre AP Social Studies

7&8 Pre AP Science

7th Grade Pre AP Math

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include:

SGC Student Council—Representatives are selected by an application process and election at the beginning of the school year to this student government organization. It is a representative body of 6th grade students who plan and carry out social and community service activities.

GMS Student Council—Representatives are selected by an application process at the beginning of the school year to this student government organization. It is a representative body of 7th and 8th grade students who plan and carry out social and community service activities. In the spring, officers are elected from the seventh grade to serve the following year.

Student Council at GHS—At the beginning of the school year, student representatives are elected to serve on this organization which helps to plan and carry out student activities for the year.

GHS Favorites— In January of each year, class favorites and other student recognitions, including Mr. and Miss GHS, are nominated by the faculty and elected by the student body to be honored at the annual Favorites Party held in February. To be eligible for this recognition, a student must be passing all subjects at the end of the first semester and have no GAEP placement for the year. Middle School students are not allowed to attend Favorites. Other non GHS students must have prior administrative approval.

Homecoming King and Queen Selection— Each year the GHS faculty will nominate students for the Homecoming King and Queen who are currently enrolled at GHS as a Homecoming King and Queen nominee. The student body will then elect representatives for each grade level.

Students may be selected as nominees each year; however, they may only be elected King or Queen during their senior year. Nominees must also be eligible under the “No Pass-No Play” guidelines and must retain that eligibility throughout the selection process.

The Student Council will conduct an election listing the names of all nominees on a ballot for the student body to then vote on. The principal shall certify election results. There will be 4 seniors, 2 juniors, 2 sophomores, and 2 freshmen representatives for King and Queen, respectively. The student body will then vote for the Homecoming King and Queen from the senior representatives elected to the Homecoming Court. The boy and girl receiving the highest number of votes will be crowned King and Queen. The Homecoming Court will be announced at the pep rally one week before homecoming and introduced at the Homecoming pep rally. The King and Queen will be crowned in pre-game ceremonies at the Homecoming football game.

Fees (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.

- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See [Buses and Other School Vehicles](#) on page 109.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [For further information, see [policy](#) FP.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [For further information, see [policies](#) FJ and GE.]

One fund-raising project may be approved per year per organization provided the use of the revenue from the fundraiser can be justified by the principal and Chief Financial Officer.

Fund-raising projects sponsored by a school that require door-to-door solicitation by students are prohibited for students through grade eight.

Selling candy or other items on campus is prohibited unless it is a school fundraiser approved by the principal.

In any program or activity involving raising money, precautions must be exercised to avoid embarrassing any student because of financial pressure or status. Conditions that might encourage students to exert pressure at home for collection of funds for such purposes will be avoided.

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Grade-Level Classification (Grades 9–12 Only)

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

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

Any senior who has the required credits to graduate, has passed TAKS or STAAR EOC, and whose attendance during the fall semester of their junior year is ninety-five percent (no more than 4 absences) and attendance during the spring semester of their junior year is ninety-five percent (no more than 4 absences) may elect to take only six (6) courses during the senior year. This will allow for a late arrival or early dismissal each day. Seniors who are absent five (5) or more times during their fall semester must take seven (7) courses their spring semester.

Grading Guidelines (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

The evaluation of student performance is basic to the educational process. All reporting of student progress, whether by formal report cards, informal notes, or conference, is for the purpose of giving parents those items of information about the student that will be useful in helping to promote and maintain desirable achievement and behavior. At any level, if a system of check marks or other evaluative system/s used, the system can be converted to a numerical grade in the grade book or on the report card.

[See [Report Cards/Progress Reports and Conferences](#) on page 93 for additional information on grading guidelines.]

Grades 6-8

Grades for all classes at Sixth Grade Center and Greenville Middle School are reported numerically. Teachers in grades 6-8 should have at least five grades in the grade book to support the progress

report and an average of at least two grades per week in the grade book. Three of those are major assignments to support the final nine weeks grade recorded in the grade book.

In grades 6-8, major assignments and daily work grades will be determined according to the following scale:

Instructional Level	Major Assignments	Daily Work
Regular	50%	50%
Pre-AP, Algebra I	70%	30%

Grades 6-12

When a test grade, with the exception of a semester exam, indicates that a student has not mastered a skill or concept, a teacher will re-teach the skill or concept and provide an opportunity for re-testing. After the re-evaluation, a maximum grade of 70 will be recorded in the grade book, and the lower grade will be dropped. After re-evaluation of a Pre-AP course a maximum grade of 70 will be recorded, and the lower grade will be dropped. Re-testing does not apply to AP or concurrent college classes. Re-teaching is to take place during regular class time; tutorials support re-teaching. The re-test is to be scheduled outside of regular class time but in a school setting.

A grade of 100 is the highest possible grade a student can earn for a nine weeks grading cycle. A numerical grade of 70 is the lowest possible passing grade per nine weeks grading cycle.

100-90 = A

89-80 = B

79-70 = C

Below 70 = F

Grades 9-12

At Greenville High School major assignments and daily work grades will be determined according to the following scale:

Grade Levels	Major Assignments	Daily Work
9-12 Regular	60%	40%
9-12 Pre-AP	70%	30%
9-12 AP	75%	25%

Teachers in grades 9-12 should have at least five grades in the grade book to support the progress report and an average of at least two grades per week in the grade book. Three of those are major assignments to support the final grade recorded in the grade book. Semester exams are mandatory except for EOC courses. Semester Exams count fifteen percent of the final semester grade for all

classes except for EOC classes. Teachers will administer semester exams. GHS semester exams for common courses will be developed to include eighty percent common questions with twenty percent individual teacher preferences. Grades in academic achievement are not to be lowered due to poor conduct. Poor conduct should be reflected in the citizenship grade.

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who entered grade 9 in the 2014–15 school year, a student must meet the following requirements to receive a high school diploma from the district:

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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

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

[See [Standardized Testing](#) on page 104 for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 73.

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

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

A student enrolled in high school prior to the 2014-15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language arts	4	4
Mathematics	3	4

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
Science	3	4
Social studies, including economics	3	3
Physical education	1	1
Language other than English	2	2
Fine arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission purposes to a four-year Texas college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Language other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 the endorsement he or she wishes to pursue:

- Science, Technology, Engineering, and Mathematics;
- Business and Industry;
- Public Services;
- Arts and Humanities; or

- Multidisciplinary Studies.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please also review [TEA's Graduation Toolkit](#).

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

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. **Note:** The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

Certificates of Coursework Completion

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

Students with Disabilities

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

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and

receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See [policy](#) FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate 2 is the alternative assessment currently allowed by the state. [See [Standardized Testing](#) for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Early Graduation

Students who decide to graduate early and have met all requirements will have the same privileges afforded other seniors. Early graduates will not be counted in the senior class ranking.

A student who completes the high school program in fewer than four years shall be ranked with the class with which he or she actually graduates. A student who has not completed all graduation requirements prior to the spring semester deadline established for the class shall not be eligible for valedictorian or salutatorian honors.

Graduation Activities

Students shall meet all state and local graduation requirements, including all applicable exit-level testing, to be eligible to participate in commencement activities and ceremonies. [See [policy](#) FMH.]

Graduation activities will include:

- Senior Breakfast

- Pursuit of Excellence Award Assembly
- Commencement Exercises
- Project Graduation

The following students and student groups shall be recognized at graduation ceremonies:

- Valedictorian
- Salutatorian
- Top Ten Graduates

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

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

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see [Student Speakers](#) on page 107.]

Graduation Expenses

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

[See [Fees](#) on page 66.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See [Dating Violence, Discrimination, Harassment, and Retaliation](#) on page 50.]

Hazing (All Grade Levels)

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See [Bullying](#) on page 37 and [policies](#) FFI and FNCC.]

Health-Related Matters

Student Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

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

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide information about bacterial meningitis:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

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 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking

into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

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.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

Where can you get 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 Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the [Centers for Disease Control and Prevention](#), and the [Department of State Health Services](#).

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please

see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See [Immunization](#) on page 81 for more information.]

Food Allergies (All Grade Levels)

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be obtained from the school nurse.

[See [policy](#) FFAF and [Celebrations](#) on page 39.]

Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

[See [policy](#) FFAA.]

Physical Activity Requirements

Junior High/Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters or at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

For additional information on the district's requirements and programs regarding junior high and middle school student physical activity requirements, please see the principal.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the Coordinator of Health Services.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness.

[See [policies](#) at BDF and EHAA. See [Human Sexuality Instruction](#) on page 19 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Greenville Independent School District is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact Coordinator of Health Services with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the Athletic Director to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Director of Child Nutrition. [See [policies](#) at CO and FFA.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property

and at school-sponsored and school-related activities. [See the Student Code of Conduct and [policies](#) at FNCD and GKA.]

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the Director of Operations, the district's designated asbestos coordinator, at 3504 King Street, Greenville, Texas, 75401; 903-408-4410..

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Willis Wade, the district's IPM coordinator, at 3504 King Street, Greenville, Texas, 75401; 903-408-4410.

Homeless Students (All Grade Levels)

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's homeless education liaison, Barbara Price, at 4004 Moulton Street, Greenville, Texas 75401; 903-457-2530.

[See [Students Who Are Homeless](#) on page 27.]

Homework (All Grade Levels)

Homework assignments are an important and positive part of the educational process. The purpose of homework shall be to:

- Reinforce classroom instruction; and/or
- Develop research or class projects.

To be meaningful, homework assignments shall:

- Reinforce and practice skills taught in the classroom;
- Have clear objectives; and

- Not be for punishment.

Students will be provided feedback on all homework assignments.

Illness

[See **Student Illness** under **Health-Related Matters** on page 76.]

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted at [Bacterial Meningitis](#), entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see [policy](#) FFAB(LEGAL) and the DSHS website at [Texas School & Child-Care Facility Immunization Requirements](#).]

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred

prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

- All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see [policy](#) FL(LEGAL).]

Leaving Campus (All Grade Levels)

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus

by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Greenville ISD campuses are closed campuses and students are not allowed to leave campus for lunch.

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A "lost and found" collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

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

If due date for make-up work is missed due to absences, the previously assigned homework is due the day the student returns to school or the Late Work Policy will be used to determine grade penalty.

Late work will be accepted with the following grade deductions:

- On the day due after the end of the class period – 10 point deduction
- One day late – 20 point deduction
- Two days late – 30 point deduction
- After the third day – late work will receive a maximum grade of 50

The grade for make-up work after an unexcused absence shall be reduced by a maximum of ten points per day, according to guidelines developed by the campus-level committees.

A student who misses class to attend the Greenville ISD Gifted and Talented Education Program is not required to make up work missed.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.” [See [Attendance for Credit or Final Grade](#) on page 33.]

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

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

DAEP Makeup Work

Middle/Junior High School Grade Levels

Grades 6–12

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

In-School Suspension (ISS) Makeup Work (All Grade Levels)

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See [policy](#) FO(LEGAL).]

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

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

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

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

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

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

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

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see [policy](#) FFAC.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Greenville Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment:

Barbara Price
4004 Moulton Street
Greenville, TX 75401
903-457-2530

- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:

Sharon Boothe
4004 Moulton Street
Greenville, TX 75401
903-408-4449

- All other concerns regarding discrimination:

Ralph Sanders
4004 Moulton Street
Greenville, TX 75401
903-457-2511

[See [policies](#) FB, FFH, and GKD.]

Nontraditional Academic Programs (All Grade Levels)

Houston Education Center offers students in grades nine through twelve an opportunity to earn credits and graduate with full accreditation in an open-entry/open-exit educational setting. The program is targeted at drop-out recovery and retention of students who might otherwise drop out of school. A child-care center is located on the campus where students who are moms and dads may bring their children during the school day. To take part in the child-care opportunity, a student must attend parenting classes and fulfill any other requirements for the program. If the student is placed in GAEP, they lose childcare privileges. The students may apply for admission to Houston Education Center by contacting the school office at 903-457-2688. Graduation ceremonies are held two (2) times throughout the year.

Parent and Family Engagement (All Grade Levels)

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 47.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or

meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 93.]

- Becoming a school volunteer. [For further information, see [policy](#) GKG and **Volunteers** on page 112.]
- Participating in campus parent organizations. Parent organizations include: Parent Teacher Associations (PTAs) are organized for individual campuses. In addition, the Council PTA brings together all campuses in an effort to improve the quality of education for our students. All parents are encouraged to join the campus PTA. Information is sent home with students at the beginning of each school year.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see [policies](#) at BQA and BQB, and contact the campus principal.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See [policies](#) at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 79.]
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See [policies](#) at BE and BED for more information.]

Physical Examinations/Health Screenings

Athletics’ Participation (Secondary Grade Levels Only)

A student who wishes to participate in, or continue participation in, the district’s athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

This examination is required to be submitted annually to the district.

Other Examinations and Screenings (All Grade Levels)

Greenville ISD conducts health screening programs for vision, hearing, spinal and AN (Acanthosis Nigricans), which is a risk factor for Type II Diabetes, as required by state laws and district policies. Growth and development, dental, medical and hypertension, and pediculosis (head lice) screenings are available.

Screening Schedule

Vision	Early Childhood Education (ECE), Pre-Kindergarten (PK), Kindergarten (K), 1, 3, 5 & 7 New students to district and requests
Hearing	ECE, PK, K, 1, 3, 5 & 7 puretone testing New students to the district and requests
Spinal	6 th & 9 th grades and special requests
AN (Type 2 Diabetes)	1,3,5,7 and other students as indicated
Hypertension	School personnel upon request Students – Part of health education on request or as indicated
Growth/Development	ECE, PK, K, 1 & 3 upon request and other students as indicated
Dental	ECE, PK, K, 1 & 3 upon request and other students as indicated
Pediculosis	Upon request and as indicated

Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.

Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

[See [policy](#) FFAA.]

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 20.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See [policy](#) EC for more information.]

Prayer (All Grade Levels)

Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not

encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Middle/Junior High Grade Levels

In grades 6-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Mastery of at least 70 percent of the objectives on District-approved tests shall be required. Grade-level advancement for students in grades 9-12 shall be earned by course credits. Changes in grade level classification shall be made at the beginning of the fall semester. [See EIE (LOCAL)]

In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

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

[See [Standardized Testing](#) on page 104.]

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the

student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See [policy EIE](#).]

Certain students—some with disabilities and some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the school counselor or principal and policy EIF(LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[For information related to the development of personal graduation plans for high school students, see [Personal Graduation Plans](#) on page 73.]

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See [Grade Level Classification](#) on page 68.]

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. Change in grade-level classification shall be made at the beginning of the fall semester.

Mastery of at least 70 percent of the objectives on District-approved tests shall be required. Grade-level advancement for students in grades 9-12 shall be earned by course credits. Changes in grade level classification shall be made at the beginning of the fall semester. [See EIE (LOCAL)]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 68 and **Standardized Testing** on page 104 for more information about EOC assessments.]

Release of Students from School

[See [Leaving Campus](#) on page 83.]

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every nine weeks.

At the end of the first three weeks and six weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 79, or is below the expected level of performance. Grades 80 or above, however, may be reported as passing (P) on progress reports. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 88 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See [policy](#) EIA(LOCAL) and **Grading Guidelines** on page 68.]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

District Gradebook

Student report cards, grades 1-12, are maintained on Greenville ISD's electronic gradebook from Skyward. Skyward is an Internet based gradebook program which automates almost all gradebook tasks for teachers and administrators. It also has provisions for parent access. Parents or guardians will be able to access and review their student's grades, and other performance related information, through Greenville ISD's web site, www.greenvilleisd.com. Applications for parent or guardian accounts can be secured at your child's campus.

2017-2018 Grade Reporting Schedule

Cycle	Progress Report #1 Mail Date	Progress Report #2 Mail Date	Report Cards
First Nine Weeks August 28-October 20	Tuesday Sept. 19, 2017	Tuesday Oct. 10, 2017	Wednesday October 25, 2017
Second Nine Weeks October 23 -Dec. 20	Tuesday Nov. 14, 2017	Tuesday Dec. 12, 2017	Friday January 5, 2018
Third Nine Weeks January 4-March 9	Tuesday January 23, 2018	Tuesday Feb. 13, 2018	Tuesday March 20, 2018
Fourth Nine Weeks March 19-May 31	Tuesday April 10, 2018	Tuesday May 1, 2018	Wednesday June 5, 2018

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Crisis Management Plan

Greenville ISD has developed a Crisis Management Plan to enable staff members to know the proper steps to take during a crisis situation. The plan was created by a cross-section of district staffers, including principals, Central Office administrators, counselors and other support staff. The plan covers a variety of emergency situations. Accidents, fires or explosions, death, hostage situations, and kidnapping are just a few of the situations addressed in the plan which is intended for use as a practical outline of what to do in the event of an emergency. The Crisis Management Plan can do nothing to prevent or predict a crisis. If used properly, it may help the district manage the situation and bring about a swift resolution. A copy of the plan is available for review at your child's school or through the office of Community Services.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community thru School Messenger (automated phone call to guardian as listed on student records), posted on Facebook, the Greenville ISD website (www.greenvilleisd.com) and by the following radio stations, television stations and websites:

KDFW Channel 4
KXAS Channel 5
WFAA Channel 8

www.myFOXdfw.com
www.nbcdfw.com
www.wfaa.com

KTVT Channel 11
TXA 21

<http://dfw.cbslocal.com/>
<http://dfw.cbslocal.com/>

KGVN - 1400 AM
KETR 88.9 FM

KIKT 93.5 FM
KVIL 103.7 FM

KRLD 1080 AM
WBAP 820 AM

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 104.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

To request a schedule change after school begins, the students should:

- Go to the appropriate school counselor and ask for a schedule change request form;
- Schedule a conference among the teacher, student and parent or guardian;
- Return the signed request form to the principal's office for approval.

School Facilities

Use by Students Before and After School (All Grade Levels)

Arrival

The following are the procedures for morning drop-off and arrival of students at Greenville ISD Secondary Campuses:

Greenville 6th Grade Center

Students are to be dropped off on the west side of the building near the covered awning. Students should arrive at school no earlier than 7:40 a.m. due to no supervision. Upon entering the building, students will report straight to the gym or cafeteria to eat breakfast. After eating, students go to their assigned area in the gym. At 8:00 a.m., students are dismissed from the gym or cafeteria and escorted to their classrooms. The tardy bell rings at 8:10 a.m.

Greenville Middle School

Doors will be unlocked at 7:15a.m., and students may enter the building and wait in the auditorium. Breakfast will be served from 7:30 a.m. to 8:00 a.m. Students are not to be in the hallway before 8:00 a.m. unless they have a pass from a teacher. **All students that are assigned to ISS shall report to the ISS room upon arriving to school.**

Greenville High School

The official school day starts for students when they arrive on campus. Doors will open at 7:40 a.m. Upon arrival, all students that ride the bus or eat breakfast should go to the cafeteria. Students who drive should enter the parking lot through the north gate and go directly to the cafeteria. The north entrance of the building is to be utilized by parents/guardians who drop off or pick up students. Students that are dropped off by their parents/guardians should go directly to

the auditorium or cafeteria. All students that are assigned to ISS must report to room 1502 (ISS) upon arriving to school. The south entrance is to be utilized for bus students and staff. School buses and teachers' cars will be the only vehicles allowed on the south parking in the mornings.

At 8:30, the south entrance doors to the building will be locked. Students coming to school after 8:30 will need to enter the building through front doors of the school. Students with a Late Arrival start will also enter the building through the front doors of the school and go to the cafeteria before 2nd or 6th period begins.

Houston Education Center

Upon arrival, students must report directly to the cafeteria. The starting time for the students at New Horizons is 8:00 a.m. and the dismissal time is 3:30 p.m. The building will open at 7:10 with breakfast starting at 7:15 and ending at 7:45. Students will park in the parking lot off of Beecha Street. Students **ARE NOT PERMITTED** to park anywhere else around the campus of the Houston Education Center. Students not parked in assigned areas run the risk of losing their parking privileges.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Closed Campus

Students are expected to remain on campus during regular school hours. Students enrolled in special programs may leave campus with teacher/principal approval.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

DISMISSAL/LEAVING AFTER SCHOOL

The following are the procedures for afternoon pick-up and dismissal of students at Greenville ISD Secondary Campuses:

Greenville 6th Grade Center

- 1) Afternoon release time will be at 3:40 p.m.
- 2) Bus riders will be dismissed from the cafeteria.

- 3) Students, who are walking to the Stanford Street/King Street or Stanford Street/Sayle Street intersection, will be escorted by a crossing guard.
- 4) Students may walk along the sidewalks to be picked up by parents, who are parked on the side of the street.
- 5) Students attending the ACE program will meet in the band hall.
- 6) Car riders will be dismissed outside under the covered awning, where they will wait to be called by radio to meet their ride. Parents are required to pick up their children in a timely manner.

Greenville High School

Students, who are scheduled to leave school early for work programs, early dismissal, etc., must exit the building by the south main exit or the west entrance by auditorium and check out with the parking lot attendant. Requests to leave school early must be signed by the student's parents or guardian and contain a telephone number where the parent/guardian can be reached. Such requests must be presented to the Attendance Office prior to checking out from school. Students who leave the campus during the day for any reason must check out at the main office. Students will use the south main exit or the west entrance by auditorium to leave school during regular operating hours. The north entrance may be used to check a student out of school providing the parent/guardian enters the school and escorts the student from the building.

Students must exit building/campus by 4:00 p.m. unless attending tutorials or extracurricular activities. Students should leave the building promptly after the 3:50 p.m. bell.

Houston Education Center

Students who leave school early must sign out from the office prior to departure. Failure to do so will result in an unexcused absence and truancy charges. Students should leave the building promptly after dismissal.

Use of Hallways During Class Time (All Grade Levels)

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Cafeteria Services (All Grade Levels)

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under

the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. See the Child Nutrition Department located at 3504 King Street or call 903-408-4408 to apply for free or reduced price meal services.

State and federal law, as well as board-adopted policies, define when, where, and by whom competitive foods, which are foods not sold as part of the regular meal program, can be served or sold on school premises during the school day. [For more information, see [policies](#) CO(LEGAL) and FFA(LOCAL).]

Elementary Lunch (grades PreK-5)	\$2.35
6 th Grade Center	\$2.35
Middle Lunch (grades 7-8)	\$2.55
High School Lunch (grades 9-12)	\$2.55
Milk	\$.40
Student Breakfast	\$1.10
Reduced Price Lunch	\$.40
Reduced Price Breakfast	\$.30
Adult, Faculty, and Staff Lunch	\$3.45
Adult Breakfast	\$1.70

Breakfast and Lunch Charges

Students will be able to charge up to \$8.75 for emergency purposes (forgot lunch money, etc.). This money is to be used for an approved meal from the Texas Department of Agriculture. It is the Districts intent that all students be afforded a healthy and nutritious meal, however, Child Nutrition and Greenville ISD Administration will actively pursue collection of debt owed to District. May 1 will be the last day that meal charges will be honored. The district will make every effort to avoid bringing attention to such a student.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. It is also the assigned meeting place for GHS advanced academic teams.

Lockers

Each student in grades 6-12 is assigned a locker. The locker number and combination are issued by the campus. Lockers should not be shared. Students should not give their combination to others. School lockers are school property and subject to inspection, upon reasonable suspicion, by administrative authorities. Students should not go to their lockers before the opening bell sounds.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

Searches

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Students' Desks and Lockers (All Grade Levels)

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk, locker, purse, backpack, or in their possession.

Telecommunications and Other Electronic Devices (All Grade Levels)

Personal calls or messages for students will be given to students at an appropriate time without interrupting classroom teaching. School telephones are for business use and may not be used by students without permission from office personnel.

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

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

[See [policy](#) FNF(LEGAL) and **Electronic Devices and Technology Resources** on page 61 for more information.]

Vehicles on Campus (Secondary Grade Levels Only)

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

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

Students will be responsible for any prohibited objects or substances, such as alcohol, drugs, and weapons that are found in their cars and will be subject to disciplinary actions. Parking on school property is a privilege and may be suspended if the student is in violation of the *Student Code of Conduct*.

Students who drive cars or motorcycles to school must have a valid driver's license issued by the Texas Department of Public Safety and must register the vehicle with the security guard. Registration stickers are to be affixed to the lower, right-hand corner of the front windshield. Stickers are issued with a \$10 charge and must be placed on all vehicles driven to school and parked on school parking lots. Registrations must be renewed yearly and new stickers applied. Students who wish to park a vehicle on district property will be required to be placed in the random drug-testing pool. Students will have to complete a drug-testing consent form to receive a parking sticker.

Leaving campus in your vehicle or taking someone else off campus without following school policy is not permitted and is considered a serious violation. Consequences for any violation of these policies are as follows:

- First offense will result in a ten-day suspension of parking privileges on campus.
- Second offense will result in a thirty-day suspension.
- Third offense will result in a suspension of parking privileges for the remainder of the school year.

While on the student parking lot, a violation of any of the following may result in a loss of parking privileges:

- Cars and motorcycles are to be parked only in areas that are marked for parking and are to be parked between the lines.
- Car doors are to be locked.
- Students are to leave their cars promptly upon arrival and go directly to the building.

- Litter should be placed in trash cans provided.
- The speed limit is 10 mph.
- The “no smoking” rule applies. The regulations that prohibit the use of tobacco products on school property are in effect.
- Students are not permitted to eat lunches in cars.
- Students are not to leave the building and go to the parking lot without an approved pass.

Illegally parked vehicles may result in a fine, loss of parking privileges or a citation.

Trained Dogs (All Grade Levels)

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

The purpose of the canine surveillance program is to keep Greenville ISD schools a drug free environment. If an alert and search results in finding drugs, including alcohol, an unlawful weapon, or other prohibited items, the student should expect severe consequences. The student may receive school discipline, which could result in expulsion. The case may also be turned over to the Greenville Police Department.

Metal Detectors (All Grade Levels)

[For further information, see [policy](#) FNF(LOCAL).]

Drug Testing (Secondary Grade Levels Only)

The District requires that any student in grades 7–12 who chooses to participate in any school-sponsored extracurricular activities, school-sponsored organizations, or who wishes to park a vehicle on District property, or who is participating in the voluntary drug testing program be placed in a random drug-testing pool.

A student participating in these activities shall be randomly tested for the presence of illegal drugs or alcohol throughout the school year.

The purposes of the drug-testing program are to: prevent injury, illness, and harm resulting from the use of illegal drugs or alcohol; help enforce a drug-free educational environment; deter student use of illegal drugs or alcohol; and educate students regarding the harm caused by the use of illegal and performance-enhancing drugs or alcohol.

[For further information, see [policy](#) FNF(LOCAL). Also see [Steroids](#) on page 106.]

Sexual Harassment

[See [Dating Violence, Discrimination, Harassment, and Retaliation](#) on page 50.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact campus principal.

- **Bilingual/ESL**

The English as a Second Language program serves students identified as students of limited English proficiency in English by providing a teacher certified in ESL to provide supplementary instruction for all content area instruction. The ESL program is offered on all campuses. Questions regarding the Bilingual/ESL program should be addressed to Michelle Thomas, 4004 Moulton Street, 903-457-2500.

- **Dyslexia Program**

The Greenville ISD Dyslexia Program provides dyslexic students with research-based interventions which will enable them to build upon their personal strengths and reach their full potential in order to lead successful, productive lives. Referrals for dyslexia evaluations may be made by teachers, parents, students, or any other persons. Referrals are generally made through the classroom teacher or campus counselor. Identification of dyslexia follows the procedures outlined in the State Dyslexia Handbook. Decisions regarding the identification of dyslexia are made by a committee of knowledgeable persons. Dyslexia intervention follows the descriptors outlined in the Texas Dyslexia Handbook. The program used in Greenville ISD is an Orton-Gillingham based curriculum and is offered on all campuses. Questions concerning the program should be addressed to Davia Madariaga, 4004 Moulton Street, 903-457-2500, or your campus principal.

- **Gifted and Talented Education**

The Greenville ISD Gifted and Talented Education Program provides services for students with exceptional ability or the potential for exceptional ability in one or more of the following areas: general intellectual ability, specific subject matter aptitude, creative and productive thinking ability, and /or leadership ability. All kindergarten students are evaluated during the fall of each year and begin GT classes during the second semester of school. New students in grades one through six, plus Greenville ISD students being reevaluated for the program, are screened in August. At Greenville Middle School and Greenville High School the Gifted and Talented Program is carried out through Pre-Advanced Placement, Advanced Placement and Dual Credit classes. Questions regarding entry into the program should be addressed to Davia Madariaga, 4004 Moulton Street, 903-457-2500.

- **Homeless Program**

The McKinney-Vento Act of 2001 specifies and protects the rights of children and youth in homeless situations. This includes children and youth who sleep at night in a shelter for homeless (including family shelters, runaway youth shelters, and domestic violence shelters); in a shelter awaiting institutionalization, adoption, foster care, or other placement; and a child or youth who sleeps at night in a car, tent, an abandoned building, or other place not ordinarily used as a sleeping accommodation for human beings. Homeless children are enrolled in, and have full and equal opportunity to success in Greenville ISD. Parents of homeless children are informed of the available educational and related opportunities and are fully informed of all transportation services, including transportation to the school of origin, and are assisted in accessing transportation to the school of enrollment. In addition, any homeless child or youth is entitled to free school breakfast and lunch. Questions concerning the homeless program in Greenville ISD should be directed to Barbara Price, 4004 Moulton Street, 903-408-4434.

- **Migrant Education Program**

The Migrant Education Program in Greenville ISD provides supplemental services that meet the educational needs of migrant children at the preschool, elementary, and secondary school levels. The term “migratory child” means a child who is, or whose parent or spouse is, a migratory agricultural worker and who, in the preceding 36 months has moved from one school to another in order to obtain, or accompany such a parent or spouse in order to obtain, temporary or seasonal employment. These services help to ensure that migratory children will have an opportunity to meet the same challenging state content and performance standards that all children are expected to meet. Priority is given to students who are one or more years behind grade for their age or have failed to meet the standard on one or more sections of a state assessment. Questions regarding the Migrant program should be addressed to Barbara Price, at 903-408-4434.

- **Special Education**

Greenville ISD provides special education and related services for students with disabilities according to individualized plans developed by teachers, parents, counselors, and other professionals. You may request an evaluation of your child to determine eligibility for special education at any time. Trained staff will determine if a student qualifies for special education after a comprehensive assessment is completed. Please contact, Jerrold Jackson, Director of Special Services at 903-408-4445 , or your school principal to receive full information about our special education programs.

Standardized Testing

Secondary Grade Levels

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the

junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

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

TSI (Texas Success Initiative) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the ARD committee concludes the student has made sufficient progress in the student's individual education plan (IEP). [See [Promotion and Retention](#) on page 91 for additional information.]

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

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

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

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

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

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

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

An ARD committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

[See [Graduation](#) on page 68 for additional information.]

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL website at <http://www.uiltexas.org/health/steroid-information>

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Barbara Price, who has been designated as the district's foster care liaison, at 903-408-4434 with any questions.

[See [Students in the Conservatorship of the State](#) on page 26 for more information.]

STUDENT FIELD TRIPS

School-sponsored field trips may take place throughout the year within budgetary limitations. Field trips are not for recreational purposes but should be instructional in nature and related to the course of study. Parent permission is required each time a child is to attend a school field trip.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: middle and high school announcements, open house, club- or organization-sponsored programs, National and Junior National Honor Society induction programs, pep rallies, back to school orientations, and any other school event at which a student will be required to speak. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See [policy](#) FNA(LOCAL) regarding other speaking opportunities and [Graduation](#) on page 68 for information related to student speakers at graduation ceremonies.]

Substance Abuse Prevention and Intervention (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: [Services for Children and Adolescents](#).

Suicide Awareness and Mental Health Support (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

Summer School (All Grade Levels)

Grade 8

Under the Student Success Initiative grade advancement requirements, students are required to pass the Grade 8 STAAR reading and mathematics tests to be promoted to the ninth grade. Three opportunities to pass the tests are provided. If a student has not passed both tests after the second testing opportunity, a Grade Placement Committee (GPC), which consists of the principal, subject area teacher, and parent or guardian, is formed. In most cases, the student will be required to

attend Summer School and take the test or tests for which he or she has not met the standard at the third administration in June.

Grades 9-12

Summer School is offered at Greenville High School and Houston Education Center for TAKS/STAAR EOC remediation, credit recovery or original credit if there is sufficient enrollment. Tuition is charged for original credit courses. Information regarding summer school is delivered to the students after the first semester.

Tardies (All Grade Levels)

It is the parent's and student's responsibility to get to school and class on time. Tardiness causes disruptions in the classroom setting and will not be tolerated. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The Superintendent is authorized to approve transfers and revocation of transfers from other districts and between schools within our district.

Students Entering Greenville ISD from Non-Accredited Schools

Students entering Greenville ISD from non-accredited public, private, or parochial schools may be individually placed at the discretion of the principal pending observation by the classroom teacher, counselor, or other professional educator. Criteria for initial or final placement may include:

- scores on achievement tests;
- Recommendations of the previous school
- Prior academic record;
- Chronological age and social and emotional development of the student;
- Other criteria as deemed appropriate by the principal including requiring the student to pay for and pass credit by exam courses from designated universities;
- Placement tests approved by the district.

[See [Safety Transfers/Assignments](#) on page 26, [Bullying](#) on page 37, and [Students Who Have Learning Difficulties or Who Need Special Education Services](#) on page 27, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the transportation office at 903-457-2658.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.

- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

Vandalism (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

Upon written request of a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal or Jerrold Jackson, Director of Special Services, 903-408-4445 who has been designated by the district to coordinate the implementation of and compliance with this law, for further information or to request the installation and operation of this equipment.

[See EHBAF(LOCAL).]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

When arriving on campus, all parents and other visitors should be prepared to show identification. Visitors will then be asked to sign in; they will be issued a temporary picture ID that must be displayed at all times while on campus. Upon leaving the building the visitor must sign out and return the temporary ID to the office. The principal or other staff members may request identification from any person on school property and may ask any person that does not have legitimate business to leave the school premises.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and 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). [See also Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

High School College and Career Days are held each fall. The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal for more information and to complete an application.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

A student under age 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

Students must enroll at another school within 10 days after withdrawing from Greenville ISD. Students that fail to enroll in another school after 10 days will be referred to the truancy officer and filed on in truancy court.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Glossary

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ACT refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

ARD is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

FERPA refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for Personal Graduation Plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize

or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI assessment is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

APPENDIX I: Campus Directory

Bowie Elementary (K-5)

6005 Stonewall Street
Greenville, TX 75402
903-457-2676

Dale Mason, Principal
Naomi Gilbert, Assistant Principal
Sandra Ruprecht, Counselor

Carver Elementary (K-5)

2110 College Street
Greenville, TX 75401
903-457-0777

Pascha Moore, Principal
Rachel Henson, Assistant Principal
Lamia Jimmerson, Counselor

Crockett Elementary (K-5)

1316 Wolfe City Drive
Greenville, TX 75401

903-457-2684
Shannon Orsborn, Principal
Karalu Pope, Assistant Principal
Debbie Floyd, Counselor

Lamar Elementary (K-5)

6321 Jack Finney Blvd.
Greenville, TX 75402
903-457-0765

Jamilla Thomas, Principal
Dena Poteet, Assistant Principal
Deedre Peck, Counselor

Travis Elementary (K-5)

3201 Stanford Street
Greenville, TX 75401
903-457-2696

Jose Munoz, Principal
Teresa Connolly, Assistant Principal
Emily Vega, Counselor

Katherine G. Johnson STEM Academy

9315 Jack Finney Blvd.
Greenville, TX 75402
903-454-5050

Stacey Kluttz, Principal
Tonya Randall, Counselor

L. P. Waters Early Childhood Center

2504 Carver Street
Greenville, TX 75401
903-457-2680

Sebastian Bozas, Principal/Director
Sherry Fair, Assistant Principal

6th Grade Center

3201 Stanford Street
Greenville, TX 75401
903-457-2660

Lauren Habluetzel, Principal
Jinger Surles, Assistant Principal
Kelley Wiggins, Counselor

Greenville Middle School (7-8)

3611 Texas Street
Greenville, TX 75401
903-457-2620

David Gish, Principal
Bobbie Bowen, Assistant Principal
Mark Loya, Assistant Principal
Shannon Hoggatt, Counselor
Melissa Hein, Counselor

Greenville High School (9-12)

3515 Lion's Lair
Greenville, TX 75402
903-457-2550

Heath Jarvis, Principal
Mark Albin, Associate Principal
Nate Compton, Assistant Principal
Debra Gossett, Assistant Principal
Christa Dillard, Assistant Principal
Matthew Spivy, Dean of Instruction
Nancy Davis, Counselor (12th)
Susan Sikes, Counselor (9th)
Catherine Just, Counselor (10th)
Janyth Matkin, Counselor (11th)

Houston Education Center (New Horizons and GAEP)

3923 Henry Street
Greenville, TX 75401
903-457-2688

Chip Gregory, Principal
Stacie Wilson, Assistant Principal
Connie Jones, Counselor

APPENDIX II: Administrative Directory

Greenville Independent School District

P. O. Box 1022
Greenville, TX 75403-1022
903-457-2500

Wesley Martin Administration Building

4004 Moulton Street
Greenville, TX 75401
903-457-2575 FAX

Greenville ISD Service Center

3504 King Street
Greenville, TX 75401
903-457-2504 FAX

Dr. Demetrus Liggins

Superintendent

Sharon Boothe

Assistant Superintendent of
Teaching and Learning

James Damm

Interim Chief Financial Officer

Barbara Price

Executive Director of
Innovation and Student Services

Wes Underwood

Chief School Leadership Officer PK - 12

Ralph Sanders

Chief of Human Resources

Helen Williams

Chief Communication Officer

Sydney Hanner

Director of Community Services

Shannon Fulp

Executive Director of Technology

Jerrold Jackson

Director of Special Services

Colleen McDonald

Executive Director of
Special Education

R. Bruce Shores

Executive Director of Construction Projects

Rachael Driggers

Director of
Research, Assessment and Accountability

Donald Patrick

Director of Operations

Laura Carter

Director of Transportation

David Duke

Director of Child Nutrition

Greenville ISD Board of Trustees

Anne Haynes, *President*

Single Member District 1

Dr. Kim Butcher, *Vice President*

Single Member District 3

Trena Stafford, *Secretary*

Single Member District 2

Lesley Overstreet

Single Member District 4

John C. Kelso

Single Member District 5

Slack Brown

Single Member District 6

Aaron Adel

Single Member District 7

The Board of Trustees meets regularly on the third Tuesday of the month at 5:30 p.m. in the Wesley Martin Administration Building, 4004 Moulton Street. Special meetings are called when necessary. All meetings are open to the public and are subject to provisions of Texas law. Time is set aside at the beginning of each meeting for those who would like to address the board. Persons wishing to address the board must fill out a card stating their name, address and any group they represent.

APPENDIX III: Campus Bell Schedules

Greenville Sixth Grade Center 2017-18 Bell Schedule

	<u>Time</u>
Unload buses (Hold in gym)	7:40 a.m.
Breakfast	7:45 a.m.
Dismiss to lockers/classrooms	8:00 a.m.
Tardy bell followed by announcements	8:10 a.m.
Bells will ring at the end of each class block:	
1 st	9:32 a.m.
2 nd	10:56 a.m.
3 rd	12:18 p.m.
1 st Lunch	12:25-12:55 p.m.
2 nd Lunch	1:00-1:30 p.m.
4 th	2:12 p.m.
5 th	3:35 p.m.
Dismissal bell	3:40 p.m.

Greenville Middle School Regular Bell Schedule 2017-2018

Dismissed from Auditorium at 7:55 a.m.

1st Period	8:05 – 8:55
2nd Period	9:00 – 9:55
3rd Period	10:00 – 10:50
4th Period	10:55 – 11:45
5th Period	11:45 – 12:45
A Lunch/Homeroom	11:45 – 12:15
B Lunch/Homeroom	12:15 – 12:45
6th Period	12:45 – 1:45
C Lunch/Homeroom	12:50 – 1:20
D Lunch/Homeroom	1:20 – 1:50
7th Period	1:50 – 2:40
8th Period	2:45 – 3:35

Greenville High School 2017-2018 Bell Schedule

Regular Schedule

1st/5th 8:20-9:50

2nd/6th 9:55-11:25

Announcement period 11:25-11:30

Academic Advisory 11:30-12:00

3rd/7th 12:00-12:30 A lunch

12:35-2:15 Class for A lunch students

3rd/7th 12:05-2:15 Class for B lunch students

12:55-1:25 B lunch. Class will resume at 1:30

3rd/7th 12:05-1:45 Class for C lunch students

1:45-2:15 C lunch

4th/8th 2:20-3:50

Pep rally schedule

1st/5th 8:20-9:50

2nd/6th 9:55-11:30

Announcement period

11:25-11:30

3rd/7th 11:30-12:00 A lunch

12:05-1:45 Class for A lunch students

3rd/7th 11:35-1:45 Class for B lunch students

12:20-12:50 B lunch.

Class will resume at 12:55

3rd/7th 11:35-1:15 Class for C lunch students

1:15-1:45 C lunch

4th/8th 1:50-3:20

Pep Rally 3:20-3:50

HOUSTON EDUCATION CENTER

Bell Schedule 2017-2018

NEW HORIZONS

First Bell	8:00 A.M.
1st Period/Announcements	8:05 -9:05 (1hr)
2nd Period	9:08 -10:03 (55min)
3rd Period	10:06 -11:01 (55min)
4th Period	11:04 -11:59 (55min)
Lunch	12:00 -12:30 (30min)
5th Period	12:33 -1:28 (55min)
6th Period	1:31 -2:26 (55min)
7th Period	2:29 -3:29 (1hr)
Dismissal	3:30 P.M.

GAEP SCHEDULE

SGC/Middle School:	8:00 A.M.-3:30 P.M.
High School:	7:45 A.M -3:15 P.M.

APPENDIX IV: Greenville ISD Title I Parent Involvement Policy

I. Statement of Purpose

When schools work together with families to support learning, children are inclined to succeed, not just in school, but throughout life. The Greenville Independent School District is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

We expect all children to experience success in school and acquire the knowledge base and skills necessary for life long learning. We recognize that some students may need the extra assistance available through the Title I program to reach their potential. GREENVILLE ISD intends to include parents in all aspects of the district's Title I Program. The intent of this policy is to result in consciously doing those things already in practice in a more efficient, consistent, and effective manner as well as generating new ways of strengthening the partnership.

II. Parent Involvement in Developing the Policy

Site Based Committees on each campus, a District Site Based Committee and a District Parent Advisory Committee include parents, teachers and administrators who will be involved in the development and review process of our district's Parental Involvement Policy. Parents of children who are participating in the Title I program will be included on the committees.

III. Annual Meeting for Title I parents (to be held in each school)

At the annual meeting for parents, which will be held on each campus during the school year, parents will be given information about the new Title I guidelines. They will be given copies of the district's current Parental Involvement Policy, and will be offered a chance to become involved in revising that policy as needed.

The annual meeting will be held twice, for the convenience of parents, once in the evening and again the following morning. Translation (English-Spanish and Spanish-English) will be available. Parents will be sent written notices about the meeting times.

IV. School/Parent Compact

According to new Title I regulations, each school must share responsibility with parents for high student performance by developing a school-parent-student compact jointly with the parents of children participating in the program. These compacts must outline how parents, staff, and students will share responsibility for promoting high student achievement. Parents on each school's Site Based committee will be involved in designing these compacts. Student responsibilities may vary by grade level.

V. Types of Parental Involvement

There are many ways in which parents can become involved with their children's education. This school district values both the at-home contributions and those that take place at school and in the community. Reading to children at home and talking with them at a family meal are as important as volunteering at school and serving on advisory committees. Many types of parental involvement are needed in a school-home-community partnership that will help all our children to succeed.

VI. Matching Programs to the Needs of Our Community

Each year, the school district will assess the needs of parents and children in this community through a variety of measures, including questionnaires sent home to parents, so that the Title I program will be tailored to meeting those needs. Workshops and other programs will be available to match the expressed needs. Parents will be notified about these opportunities through the individual schools. Parents may call the district office or their local school office at any time to express an interest in a particular sort of workshop or to make suggestions.

VII. Staff-Parent Communication

Communication with parents will include a Title I newsletter distributed periodically. There will also be notes sent home, phone calls, conferences, and home visits as needed. Parents are encouraged to take the initiative in calling their child's teacher when they are concerned about a program. They may also call the school office and ask for a translator for conferences. As much as possible, notices sent home would have English on one side and Spanish on the other. Staff members will also receive training on how to improve home-school communication.

VII. Annual Evaluation

There will be an annual evaluation of the content and effectiveness of the Title I parental involvement program, and parents will be asked for their input. The school district will revise its Parental Involvement Policy on the basis of this annual review.

APPENDIX V: Student Welfare: Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://pol.tasb.org/Home/Index/695> or www.greenvilleisd.com Below is the text of Greenville ISD's policy FFI (LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and 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; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

Greenville ISD
116905

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS COUNSELING	<p>The principal or designee shall refer to FDB for transfer provisions.</p> <p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

DATE ISSUED: 3/5/2012
UPDATE 93
FFI(LOCAL)-A

ADOPTED:

3 of 3

APPENDIX VI: Electronic Acceptable Use Policy

Greenville ISD
116905

TECHNOLOGY RESOURCES

CQ
(LOCAL)

	<hr/> Note: For Board member use of District technology resources, see BBI. For student use of personal electronic devices, see FNCE. <hr/>
AVAILABILITY OF ACCESS	<p>For purposes of this policy, "technology resources" means electronic communication systems and electronic equipment.</p> <p>Access to the District's technology resources, including the Internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations.</p>
LIMITED PERSONAL USE	<p>Limited personal use of the District's technology resources shall be permitted if the use:</p> <ol style="list-style-type: none">1. Imposes no tangible cost on the District;2. Does not unduly burden the District's technology resources; and3. Has no adverse effect on an employee's job performance or on a student's academic performance.
USE BY MEMBERS OF THE PUBLIC	<p>Access to the District's technology resources, including the Internet, shall be made available to members of the public, in accordance with administrative regulations. Such use shall be permitted so long as the use:</p> <ol style="list-style-type: none">1. Imposes no tangible cost on the District; and2. Does not unduly burden the District's technology resources.
ACCEPTABLE USE	<p>The Superintendent or designee shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the District and with law and policy.</p> <p>Access to the District's technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the District's technology resources and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the District.</p>
INTERNET SAFETY	<p>The Superintendent or designee shall develop and implement an Internet safety plan to:</p>

DATE ISSUED: 5/17/2011
UPDATE 90
CQ(LOCAL)-B

1 of 3

TECHNOLOGY RESOURCES

CQ
(LOCAL)

1. Control students' access to inappropriate materials, as well as to materials that are harmful to minors;
2. Ensure student safety and security when using electronic communications;
3. Prevent unauthorized access, including hacking and other unlawful activities;
4. Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; and
5. Educate students about cyberbullying awareness and response and about appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms.

FILTERING

Each District computer with Internet access and the District's network systems shall have filtering devices or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent or designee.

The Superintendent or designee shall enforce the use of such filtering devices and shall not authorize the disabling of a filtering device for any reason.

MONITORED USE

Electronic mail transmissions and other use of the District's technology resources by students, employees, and members of the public shall not be considered private. Designated District staff shall be authorized to monitor the District's technology resources at any time to ensure appropriate use.

DISCLAIMER OF
LIABILITY

The District shall not be liable for users' inappropriate use of the District's technology resources, violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The District shall not be responsible for ensuring the availability of the District's technology resources or the accuracy, age appropriateness, or usability of any information found on the Internet.

RECORD RETENTION

A District employee shall retain electronic records, whether created or maintained using the District's technology resources or using personal technology resources, in accordance with the District's record management program. [See CPC]

SECURITY BREACH
NOTIFICATION

Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law.

DATE ISSUED: 5/17/2011
UPDATE 90
CQ(LOCAL)-B

2 of 3

Greenville ISD
116905

TECHNOLOGY RESOURCES

CQ
(LOCAL)

The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Electronic mail, if the District has electronic mail addresses for the affected persons.
3. Conspicuous posting on the District's Web site.
4. Publication through broadcast media.

DATE ISSUED: 5/17/2011
UPDATE 90
CQ(LOCAL)-B

ADOPTED:

3 of 3

APPENDIX VII: Responsible Use Policy



Greenville Independent School District Student Responsible Use Policy for Technology

Greenville Independent School District makes a variety of communications and information technologies available to students through computer/network/Internet access. These technologies, when properly used, promote educational excellence in the District by facilitating resource sharing, innovation, and communication. Illegal, unethical, or inappropriate use of these technologies can have dramatic consequences, harming the District, its students, and its employees. These Responsible Use Guidelines are intended to minimize the likelihood of such harm by educating District students and setting standards which will serve to protect the District. The District firmly believes that digital resources, information and interaction available on the computer/network/Internet far outweigh any disadvantages.

Mandatory Review

To educate students on proper computer/network/Internet use and conduct, students are required to review these guidelines at the beginning of each school year. All District students shall be required to acknowledge receipt and understanding of all guidelines governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such guidelines. The parent or legal guardian of a student user is required to acknowledge receipt and understanding of the District's Student Responsible Use Guidelines for Technology. It is all staff members' responsibility to educate students about appropriate online behavior, including interactions with other individuals on social networking sites/chat rooms, and cyber bullying awareness and response. This may be done in a variety of ways, such as once a year short training sessions, one-on-one education with individual students, and/or via educational handouts. It is also the responsibility of all staff members to monitor students' online activity for appropriate behavior.

Definition of District Technology System

The District's computer systems and networks (system) are any configuration of hardware and software. The system includes but is not limited to the following:

- Telephones, cellular telephones, and voicemail technologies;
- Email accounts;
- Servers;
- Computer hardware and peripherals;
- Software including operating system software and application software;
- Digitized information including stored text, data files, email, digital images, and video and audio files;
- Internally or externally accessed databases, applications, or tools (Internet- or District-server based);
- District-provided Internet access;
- District-filtered public Wi-Fi; and
- New technologies as they become available.

Availability of Access

Acceptable Use

Computer/Network/Internet access will be used to enhance learning consistent with the District's educational goals. The District requires legal, ethical and appropriate computer/network/Internet use.

Privilege

Access to the District's computer/network/Internet is a privilege, not a right.

Updated 8/8/2017

Index

- absences
 - attendance review committee, 113
 - doctor's note, 34
 - excused, 31
 - extenuating circumstances, 33
 - for college visits, 31
 - for competition, 64
 - for playing "Taps", 31
 - for students in foster care, 31
 - makeup work, 84
 - military families, 25, 31
 - parent's note, 34
 - unexcused, 32
 - See also* attendance.
- academic programs
 - parent involvement, 88
- accelerated instruction
 - attendance, 30, 32
 - defined, 113
 - failure to meet passing standards on state assessment, 30
 - reading instruction, 30
- accident insurance, 94
- accountability of the school district, 35
- ADA/Section 504 coordinator, 87
- admission, review, and dismissal (ARD)
 - committee, 73
- admissions
 - college and university, 42–43
 - University of Texas at Austin, 42
- Advanced Placement (AP) courses, 43
- anaphylaxis, 86
 - See also* food allergies.
- asbestos, 80
- assistance animals, 26
- attendance, 30
 - college visits, 31
 - compulsory, 30
 - doctor's note, 34
 - driver license, 35
 - extenuating circumstances, 33
 - for credit, 33
 - for final grade, 33
 - military families, 25
 - official attendance-taking time, 34
 - parent's note, 34
 - principal's plan, 33
 - students 19 or older, 30
 - students with disabilities, 32
 - truancy court, 32
 - truancy prevention measures, 32
 - unexcused absences, 32
 - warning letter, 32
- attendance review committee, 33, 48
 - defined, 113
- automatic admission, 42–43
- awarding credit, 47–48
- awards, 37
- bacterial meningitis, 76
 - communicability, 77
 - defined, 76
 - prevention, 77
 - symptoms, 76
 - See also* contagious diseases.
- bilingual programs, 29, 62
- bullying, 37
 - counseling, 38
 - school safety transfer, 26
- bus rules, 109
- buses, 109
 - pickup and drop-off locations, 109
 - required conduct, 109
 - routes and schedules, 109
- cafeteria, 98

- campus behavior coordinator, 45
- career and technical education (CTE), 39
 - college credit courses, 43
 - counseling, 47
 - nondiscrimination statement, 39
- Celebrate Freedom Week, 20
- celebrations, 39
- cell phones, 61
- certificate of attendance, 73
- certificate of coursework completion, 73
- child abuse, 39
- class changes, 108
- Class Rank, 40
- class schedules, 42
 - partial vs. full-time, 42
- classroom parties, 39
- clubs. *See* extracurricular activities.
- college
 - admissions, 42–43
 - credit, 43
 - University of Texas at Austin, 42
 - visits, 31
- communicable diseases
 - See* contagious diseases.
- communications, automated, 44
 - emergency, 44
 - nonemergency, 44
- complaints, 24, 45
- conduct
 - at social events, 46
 - before and after school, 97
 - campus behavior coordinator, 45
 - disrupting school operations, 46
 - on school buses, 109
 - on school transportation, 46
 - use of hallways, 98
 - when school rules apply, 45
- contagious diseases, 76
 - bacterial meningitis, 76
 - excluding from school, 76
 - leaving campus in case of illness, 83
- correspondence courses. *See* distance learning.
- counseling
 - academic, 47
 - grades 7 and 8, 47
 - at elementary and middle/junior high school, 47
 - personal, 47
 - postsecondary education, 47
- credit
 - by exam, 48
 - for acceleration or advancement, 48
 - with prior instruction, 48
 - without prior instruction, 48
 - credit recovery, 48
 - for coursework, 47
 - partial credit, 47
- dating violence, 50
- Declaration of Independence
 - excusing a student from reciting, 20
- Department of Public Safety (DPS), 35
- diabetes, 87
- directory information, 17
- disabled students, 26–29
- discrimination, 50
- distance learning, 53
- distribution
 - nonschool materials
 - by others, 54
 - by students, 54
 - school materials, 53
- Distribution, 53–54
- doctor’s appointments, 31
- dress code, 55
- driver license, 35
 - verification of enrollment form, 35
- drug testing, 102
 - See also* steroids.
- dual-credit programs, 43
- early mental health intervention, 107
- earning credit, 47–48

- e-cigarettes. *See* electronic cigarettes.
- elections for student clubs and organizations, 65
- electronic cigarettes, 79
- electronic media
 - contact between student and staff, 17
- end-of-course (EOC) assessments, 106
 - special education, 74
 - students with disabilities, 74
- English as a second language, 29, 62
- English language learner, 29, 62
- exams. *See* tests.
- extracurricular activities, 63
 - conduct, 65
 - eligibility, 63
 - fees, 66
 - meetings, 100
 - offices and elections for student clubs and organizations, 65
- fees, 66
 - graduation, 75
 - waivers, 67
- fire drills, 95
- Fitnessgram. *See* physical fitness assessment.
- food allergies, 78
 - management plan, 78
 - See also* anaphylaxis.
 - See also* celebrations.
- foster care liaison, 107
- foster students. *See* students in foster care.
- foundation graduation program
 - distinguished level of achievement, 71
 - endorsements, 71
 - performance acknowledgments, 71
 - personal graduation plans (PGP), 73
 - See also* graduation programs.
- fundraising, 67
- gang-free zones, 67
- gender-based harassment, 51
- grades, 68
 - classification by credits, 68
- grading guidelines, 68
- graduation
 - certificates of coursework completion, 73
 - end-of-course (EOC) assessments, 70
 - expenses, 75
 - individual graduation committee (IGC), 70
 - individualized education program (IEP), 73
 - personal graduation plan (PGP)
 - for middle school or junior high, 92
 - under the foundation graduation program, 73
- programs
 - advanced/distinguished level of achievement, 42
 - foundation program, 71
- requirements, 70
 - for automatic college admissions, 42
- student speakers, 75
- students with disabilities, 73
- Graduation, 68–70
 - See Also* Credit; Grades; Standardized Tests.
- grants, 75
- grievances. *See* complaints.
- grooming standards, 55
- hall pass, 98
- harassment, 50–53
 - gender-based, 51
 - investigation, 52
 - reporting, 52
 - retaliation, 51
 - sexual, 51
- hazing, 75
 - See also* bullying.
- head lice, 78
- health education
 - School Health Advisory Council, 89
- health instruction, 16
- health screenings, 89

health-related matters

- asbestos, 80
- electronic cigarettes, 79
- food allergies, 78
- pest management, 80
- physical fitness, 79
- sunscreen, 86
- tobacco, 79
- vending machines, 79

Health-Related Matters, 76

homeless students, 27, 80

- diplomas, 27
- school of origin, 27

homework, 88

- electronic and social media, 17

honors, 37

human sexuality instruction, 19

- curriculum, 19
- removing a child from class, 20
- reviewing materials, 20

IEP. *See* individualized education program (IEP).

IGC. *See* individual graduation committee (IGC).

illness

- leaving campus, 83
- See also* contagious diseases.

immunization

- exemptions for reasons of conscience, 81
- medical exemptions, 81
- required immunizations, 81

Immunization, 81

individual graduation committee (IGC)

- defined, 114
- graduation, 70

individualized education program (IEP)

- and eligibility for extracurricular activities, 64
- defined, 113
- graduation, 73

instructional materials, 21, 22, 108

International Baccalaureate (IB) courses, 43

joint high school and college programs, 43

laptops, 61

law enforcement

- notification of law violations, 82
- questioning of students, 81
- students taken into custody, 82
- verification of officer's identity and authority, 82

Law Enforcement, 81

learning difficulties, 27

leaving campus, 83

- during lunch, 84
- in case of student illness, 83
- signing a student out, 83

liaison for homeless children and youths, 80

liaison for students in conservatorship of the state, 107

library, 99

lice. *See* head lice.

limited English proficiency (LEP). *See* English language learner

lost and found, 84

makeup work

- during in-school suspension, 85
- for absences, 84
- in DAEP, 85
- penalties, 85

Makeup Work, 84–85

medical emergency, 95

medicine

- allergies, 86
- asthma, 86
- diabetes, 87
- herbal or dietary supplements, 86
- nonprescription, 86
- prescription, 86
- psychotropic drugs, 87
- sunscreen, 86

Medicine, 86

meditation, 90

meetings of noncurriculum-related groups, 100
mental health, 107
 early intervention, 107
military families, 25
military recruiters, 18
minute of silence, 20, 90
 in observance of September 11, 2001, 90
mobile phones, 61
multiple birth siblings, 25
National School Lunch Program, 98
netbooks, 61
newspaper (school newspaper), 54
no pass, no play, 53, 64
nondiscrimination, 87
organizations, student. *See* extracurricular activities.
parent
 access to student records, 23
 noncustodial, 21
 organizations, 89
 rights, 16–29
 volunteering, 89, 112
Parent
 Being Involved, 88–89
parenting and paternity awareness, 16
pediculosis. *See* head lice.
personal appearance, 55
personal graduation plan (PGP)
 for middle school or junior high, 92
 under the foundation graduation program, 73
pest management, 80
physical examinations, 19
 athletic participation, 89
physical fitness assessment, 79
pledges of allegiance, 90
 excusing a student from reciting, 20
Police. *See* Law Enforcement.
police dogs, 102
prayer, 90

privacy
 and personal telecommunications devices, 61
 during an investigation of prohibited conduct, 52
 FERPA, 113
 on district-owned equipment and networks, 100
 student records, 22, 24
Progress Reports, 93
prohibited conduct, 50
 investigation, 52
 reporting, 52
 See also bullying; dating violence; discrimination; harassment; hazing; retaliation; sexting; vandalism; video cameras.
promotion and retention
 personal graduation plan (PGP) for middle school or junior high, 92
 STAAR, 91
Promotion and Retention, 91–93
 See Also Credit; Grades; Standardized Tests.
protected information, 18
psychological evaluation, 16
published material
 from outside sources, 54
 from students, 54
 school materials, 53
recording
 permission, 16
 without parental consent, 16
release of students from school. *See* leaving campus.
religion
 and immunization, 81
 and surveys, 18
 holy days, 31
 nondiscrimination, 87
religious or moral beliefs

- and removal from the classroom, 20
- report cards
 - parent's signature, 93
 - parent-teacher conferences, 93
 - See also* grades.
- Report Cards, 93
- retaliation, 38, 51
- rights
 - noncustodial parent, 21
 - parental, 16–29
 - student, 18
- safety, 94
 - emergency medical treatment and information, 95
 - emergency preparedness, 94
 - emergency school closing, 95
 - fire, tornado, and severe weather drills, 95
 - football helmets, 63
 - insurance, 94
 - on campus, 94
 - on district vehicles, 94
 - preparedness drills, 95
 - student conduct, 94
 - UIL rules, 63
 - video cameras, 110
- SAT/ACT, 104
- schedules. *See* class schedules.
- scholarships, 75
- School Breakfast Program, 98
- school closings, 95
- school dances, 46
- school facilities
 - cafeteria, 98
 - meetings, 100
- School Facilities, 96
- School Health Advisory Council, 19, 79
 - defined, 114
- school nurse, 77, 81, 83, 86, 87
 - emergency medical treatment and information, 95
 - sending a student home in case of illness, 83
 - student exemption from immunization, 81
- searches, 100
 - desks and lockers, 100
 - district-owned equipment and networks, 100
 - drug testing, 102
 - personal electronic devices, 61, 100
 - trained dogs, 102
 - vehicles, 101
- Section 504. *See* students with disabilities.
- service animals, 26
- sex education. *See* human sexuality instruction.
- sexting, 62
- sexual abuse of a child, 39
 - counseling options, 40
 - reporting, 40
 - warning signs, 40
- sexual harassment, 51
- SHAC. *See* School Health Advisory Council.
- signing a student out. *See* leaving campus.
- special education, 27, 29
 - graduation, 73
 - standardized tests, 74
- special programs, 103
 - coordinator, 104
- standardized tests
 - end-of-course (EOC) assessments, 106
 - English language learner, 63
 - SAT/ACT, 104
 - special education, 74
 - STAAR, 105
 - students with disabilities, 74
 - TSI assessment, 105
 - tutoring, 20
- Standardized Tests, 104
 - See Also* Credit; Grades; Graduation; Promotion and Retention.

- State of Texas Assessments of Academic Readiness (STAAR), 105
 - defined, 114
 - promotion and retention, 91
 - retaking, 91
 - STAAR Alternate 2, 106
- steroids, 106
 - See also* drug testing.
- Student Code of Conduct, 14, 21, 45, 54, 56, 61, 62, 65, 76, 80, 94, 97, 98, 101, 108, 109, 110, 113, 114
- student groups, 65, 66, 67, 100
 - See also* extracurricular activities.
- student illness
 - leaving campus, 83
 - See also* contagious diseases.
- student records, 21
 - accrediting organizations, 23
 - colleges and postsecondary schools, 23
 - confidentiality, 23
 - copies, 24
 - corrections, 24
 - court orders, 23
 - custodian, 24
 - directory information, 17
 - driver license attendance verification, 35
 - financial aid, 23
 - government agencies, 23
 - institutions of higher education, 18
 - military recruiters, 18
 - released with permission, 24
 - school officials, 23
 - students age 18 or older, 23
- student speakers, 107
 - See also* graduation, student speakers.
- student work
 - display of, 16
 - publishing, 16
- students in conservatorship of the state.
 - See* students in foster care.
- students in foster care, 26, 106
 - diplomas for students in conservatorship of the state, 26
 - educational services, 106
 - enrollment assistance, 106
 - enrollment of students in conservatorship of the state, 26
 - exemptions to compulsory attendance, 31
 - foster care liaison, 107
- students with disabilities, 26–29
 - graduation, 73
 - nondiscrimination, 87
 - Section 504 of the Rehabilitation Act, 29, 87
 - standardized tests, 74
- students with learning difficulties, 27
- substance abuse prevention and intervention, 107
- Suicide Awareness, 107
- Summer School, 107
- surveys, 18
 - inspecting, 19
 - opting out, 18
- tablets, 61
- tardiness, 108
- teacher and staff qualifications, 25
- technology
 - acceptable use of district resources, 62
 - confiscated devices, 61
 - instructional use of personal electronic devices, 61
 - personal electronic devices, 61
 - personal telecommunications devices, 61
 - prohibited uses of district resources, 62
 - recording still and video images
 - prohibited, 61
 - searches of personal devices, 61
 - unauthorized use, 61
- Technology, 61
- test preparation. *See* tutoring.
- tests, 20, 21
 - confidentiality, 23

- credit by exam, 48
- exams for acceleration or grade advancement, 48
- personal electronic devices, 61
- scores, 21
- Tests
 - See Also Standardized Tests.
- Texas Success Initiative (TSI) assessment, 105
- Texas Virtual School Network (TxVSN), 43, 53
- textbooks, 21, 108
- Title IX Coordinator, 87
- tobacco prohibited, 79
- top 25 percent, 42
- top ten percent, 42
- tornado drills, 95
- transfers, 108
 - multiple birth siblings, 25
 - safety reasons, 26
 - special education, 29
 - students who are victims of bullying, 38
 - students who engage in bullying, 26, 38
 - unsafe schools, 26
 - victims of bullying, 26
- transportation
 - school-sponsored trips, 109
- Transportation, 109
- truancy, 32
 - prevention measures, 32
 - truancy court, 32
- tutoring, 20
 - removal from classroom, 20
 - school services, 21
- UIL. See University Interscholastic League.
- unexcused absences, 32
- university admissions. See college admissions.
- University Interscholastic League (UIL), 63
 - condition of football helmets, 63
 - safety rules, 63
- use of school facilities, 96
- vandalism, 110
- vaping. See electronic cigarettes.
- vending machines. See health, vending machines.
- video cameras, 110
- visitors
 - career day, 111
 - classroom observation, 111
 - parents, 111
- Visitors, 111
- vocational education. See career and technical education (CTE).
- volunteers, 89, 112
- voter registration, 112
- withdrawing from school, 112
- yearbook, 54