

2020-2021



THE DISTRICT
YSLETA INDEPENDENT SCHOOL DISTRICT

STUDENT / PARENT HANDBOOK

Ysleta Independent School District

9600 Sims Drive
El Paso, Texas 79925
915-434-0000
www.yisd.net

Superintendent of Schools
Dr. Xavier De La Torre

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Vision Statement

All students who enroll in our schools will graduate from high school fluent in two or more languages, prepared and inspired to continue their education in a four-year college, university or institution of higher education so that they become successful citizens in their community.

Our Commitment

We deliver excellence through innovative educational experiences in a safe and nurturing environment.

Ysleta Independent School District does not discriminate on the basis of race, color, national origin, religion, sex, disability, genetic information, or age in its programs, activities, or employment.

If you have difficulty accessing the information in this document because of disability, please contact Dr. Diana Otero (915) 434-0902

STAY CONNECTED





Ysleta Independent School District

9600 Sims Drive • El Paso, Texas 79925 • 915-434-0000

THE DISTRICT

Dear parents and students:

Welcome back to another exceptional year at the Ysleta Independent School District! We appreciate the trust, confidence, and faith you place in us every day by entrusting our schools with your child's education, and it is our privilege to prepare your student for college and career success.

In order to help you better understand the rights, expectations, and regulations at our district, we are pleased to present you with our comprehensive **2020-2021 YISD Student/Parent Handbook**. We hope you find the information in this handbook to be helpful and informative, and we encourage you to communicate regularly with our teachers and administrators to ensure the success of your student at our schools.

The 2020-2021 school year marks an unprecedented time at The District, where – for the first time in our 105-year history – we have adopted a year-round calendar. We are confident the year-round calendar will allow us to better serve our students, families, faculty, and staff, while empowering us to maintain a quality educational program that can be easily adapted for emergent situations. We are deeply grateful to our families for their understanding, support, and patience as we piloted virtual learning last spring. Rest assured, however, that we are fully prepared to move forward in our bold mission to provide your child with an innovative, modern, and rigorous educational program and learning environment in the 2020-2021 academic year.

Thank you for partnering with us to realize the dreams we hold for all of our children, and for choosing The District of Champions for your family's educational needs.

Sincerely,

Xavier De La Torre, Ed.D.
Superintendent of Schools
Ysleta Independent School District

2020-2021 STUDENT/PARENT HANDBOOK

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HOW TO USE THIS HANDBOOK

At the start of the school year, carefully read all notices in the Important Notices to Parents and Students section. Look through the handbook sections to see the types of information provided. If you are unfamiliar with a topic that affects your child, please read the information carefully and discuss it with your child. If you want more detailed information on a topic, check the district’s website or the school office for a more detailed handout on the topic. During the school year, as you have questions, use the [Table of Contents](#) above or the [Index](#) in the back of the handbook to find your topic. Make sure to read related topics that could affect your question.

Effect of district Policies and Specific Regulations

Some topics refer to a district policy or regulation. A district Policy (LEGAL) is dictated by state or federal law. A district Policy (LOCAL) is dictated by decisions of the district’s Board of Trustees. A district Regulation (R) is dictated by the Superintendent. The district’s official policy manual is available for review in the district administration office. An unofficial Board Policies are posted on the district’s website at [Policy Manual](#). District Regulations are posted on the district’s website at [District Regulations](#). Where there is any conflict, the provisions of the Board Policies and specific Regulations will govern over the language in this handbook. 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.

IMPORTANT NOTICES TO PARENTS AND STUDENTS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA); 20 U.S.C. §1232g; 34 CFR Part 99

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the YSLETA INDEPENDENT SCHOOL DISTRICT receives a request for access.

Parents or eligible students should submit to the school principal or appropriate school official a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the YSLETA INDEPENDENT SCHOOL DISTRICT to amend a record should write the school principal or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A person appointed to serve on a term to support the district's safe and supportive school program has a legitimate educational interest.

4. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Ysleta Independent School District to comply with the requirements of FERPA. 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

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

**NOTICE REGARDING DIRECTORY INFORMATION AND PARENT'S RESPONSE REGARDING
RELEASE OF STUDENT INFORMATION**

State law requires the district to give you the following information:

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Ysleta Independent School District to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing within 10 calendar days from the date you register your child. Ysleta Independent School District has designated the following information as directory information:

For the following school-sponsored purposes - all district publications and announcements – the Ysleta Independent School District has designated the following information as directory information: student's name, address, telephone listing, photograph, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and the most recent school attended by a student.

For the following specified nonschool-sponsored purposes the Ysleta Independent School District has designated the following information as directory information:

Request by publicly elected officials in Texas and by peace officers in Texas who are investigating commission of a crime: student's name, address, telephone listing, major field of study, participation in officially recognized activities and sports, dates of attendance, awards received, and the most recent school attended by a student.

Request by alumni groups and student reunion committees: student's name, address, telephone listing, dates of attendance, and the most recent school attended by a student.

For all other purposes the Ysleta Independent School District has designated the following information as directory information: student's name, and grade level.

Form for Parent Objection or Consent Regarding Directory Information is on a separate pdf document.

FORM FOR PARENT OBJECTION OR CONSENT REGARDING DIRECTORY INFORMATION

The district must give the information about your child that is designated as “directory information” to any person who requests it, unless you have told the district in writing not to do so. The district is providing you this form so you can communicate your wishes about these issues. **Please note that if this form is not returned within the specified timeframe above, the district will assume that permission has been granted for the release of this information.**

Specified School-Sponsored Purpose

If you do not object to the use of your child’s directory information for the school-sponsored purpose specified - all district publications and announcements – the district will not need to ask your permission each time the district wishes to use the information for such purpose. Examples of such school-sponsored purpose include, but are not limited to: a playbill showing a student’s role in a drama production; the annual yearbook; honor roll or other recognition lists; a sports activity sheet, such as wrestling, showing weight, and height of team members. **Parent: Please circle one of the choices below:**

I, parent of _____ **[do give] [do not give]** the district permission to use the designated directory information for the specified school-sponsored purposes.
Parent signature: _____ Date: _____

Specified Nonschool-Sponsored Purposes

If you do not object to the use of your child’s directory information for such nonschool-sponsored purposes, the district will release the designated directory information to such individuals or such groups who request such information for such nonschool-sponsored purposes. **Parent: Please circle one of the choices below:**

I, parent of _____ **[do give] [do not give]** the district permission to release the designated directory information for the specified nonschool-sponsored purposes.
Parent signature: _____ Date: _____

All Other Purposes

If you do not object to the use of your child’s directory information for all other purposes, the district will release the designated directory information to anyone who requests it. **Parent: Please circle one of the choices below:**

I, parent of _____ **[do give] [do not give]** the district permission to release the designated directory information in response to a request.
Parent signature: _____ Date: _____

Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education

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

Parent: Please complete the following only if you do not want your child’s information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of _____, request that the district not release my child’s name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.
Parent signature: _____ Date: _____

MANDATORY REPORTING OF SUSPICION OF CHILD ABUSE AND NEGLECT

State law requires that any person who suspects that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately report to the Texas Department of Protective and Regulatory Services (CPS) or to local law enforcement (Texas Family Code 261.101). The report must be made to CPS if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child (Texas Family Code 261.103).

If a district employee suspects abuse or neglect, the report must be made within 48 hours (Texas Family Code 101).

The report and the identity of the person making the report are confidential (Texas Family Code 261.201). Any person who makes a report in accordance with Texas law or participates in a resulting judicial proceeding is presumed to be acting in good faith and is immune from any civil or criminal liability that might be incurred. Failure to report suspected physical or mental abuse or neglect of a child is a Class A Misdemeanor, punishable by fine, confinement in jail or both (Texas Family Code 261.109).

DISTRICT POLICIES AND PLAN FOR ADDRESSING CHILD SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed on the district website at [District Accountability / District and Campus Improvement Plans](#).

Warning Signs of Sexual Abuse

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.

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. See Dating Violence, Discrimination, Harassment, and Retaliation.

Sex Trafficking and Labor Trafficking

Trafficking includes both sex and labor trafficking. Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

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

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

A child who has experienced sexual abuse, trafficking, 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 and sex trafficking 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.

Parents, if your child is a victim of sexual abuse, trafficking, 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.]

Reports of abuse, trafficking, 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](#)).

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

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

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Texas Association Against Sexual Assault, Resources
- Office of the Texas Governor's Child Sex Trafficking Team
- Human Trafficking of School-aged Children

GANG-FREE ZONES

Section 71.028 of the *Texas Penal Code* establishes gang-free zones which include schools, institutions of higher education, public or private youth centers, playgrounds, shopping malls, movie theaters, public swimming pools, video arcades, and school buses. A person 17 years of age or older who commits certain offenses (for school-related purposes) in, on, or within 1,000 feet of any real property that is owned, rented, or leased by a school or school board or on a school bus may be assessed a punishment that is increased to the next highest category of offense (unless the offense is already classified as a felony in the first degree). The gang-free zones apply if a person commits or conspires to commit certain offenses with the intent to establish, maintain, or participate in a combination or in the profits of a combination or as a member of a criminal street gang as specified in *Section 71.02, Penal Code* (organized criminal activity). These offenses include murder, capital murder, arson, aggravated robbery, robbery, aggravated kidnapping, kidnapping, aggravated assault, aggravated sexual assault, sexual assault, forgery, deadly conduct, assault with bodily injury; unlawful manufacture, transportation, repair, or sale of firearms or prohibited weapons; or any offense listed in *Chapter 43, Penal Code* (public indecency) depicting or involving conduct by or directed toward a child younger than 18 years of age. Section 71.01(d) of the *Texas Penal Code* defines a "criminal street gang" as "three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities."

HOTLINE FOR REPORTING FRAUD, ABUSE, AND WASTE (915) 595-4367

Report cases of illegal or fraudulent acts, waste, misuse or theft of district property of funds. Private line. No caller ID.

STATEMENT OF NON-DISCRIMINATION AND FREEDOM FROM HARASSMENT

It is the policy of YISD to support and implement all state and federal statutes pertaining to non-discrimination. Accordingly, no person shall, on the basis of race, religion, color, national origin, sex, gender, disability, age, or any other basis prohibited by law, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity. Prohibited sex discrimination includes sexual harassment, sexual violence, dating violence, and gender-based harassment. Students are protected from discrimination and harassment in connection with all the academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, or on a school field trip. The district also prohibits retaliation against a student who in good faith makes a report, serves as a witness, or otherwise participates in an investigation. See Policy FFH (LOCAL). The above non-discrimination statement is intended to reflect compliance with the Texas Education Code, Title VI of the 1964 Civil Rights Act, Title VII of the 1964 Civil Rights Act, Equal Opportunity Employment Act of 1972, Equal Pay Act of 1963, Title IX of the 1972 Education Amendments Act, Civil Action 5281, and Section 504 of the 1973 Rehabilitation Act, Title II of the Americans with Disabilities Act, 1992, and the Genetic Information Nondiscrimination Act of 2008. See section on Student Conduct for more information and examples of prohibited conduct.

PROCEDURES FOR RESOLVING DISCRIMINATION AND HARASSMENT COMPLAINTS UNDER TITLE IX, SECTION 504, AND TITLE II

Title IX of the 1972 Education Amendments Act pertains to nondiscrimination on the basis of sex. Section 504 of the 1973 Rehabilitation Act and Title II Americans with Disabilities Act, 1992 pertain to nondiscrimination on the basis of disability. Each of these federal regulations requires the establishment of grievance procedures providing for prompt and equitable resolution of student complaints.

For information about your rights or complaint procedures, or to make a report or complaint, contact the district's Coordinator, as designated below, at 9600 Sims Drive, El Paso, Texas 79925.

For Title IX discrimination, sexual harassment, gender-based harassment, or dating violence complaints: Ms. Bobbi Russell-Garcia, Chief Human Resources Officer. Telephone (915) 434-0415. Email: brussell@yisd.net.

For Section 504 or Title II of the Americans with Disabilities Act discrimination complaints: Dr. Diana Otero, Executive Director, Special Education. Telephone (915) 434-0900. Email: dotero@yisd.net.

See section on Student Conduct for more information on reporting and investigation.

Filing a Complaint with the Office of Civil Rights

A student/ parent is not required by law to use the district grievance procedure before filing a complaint with U.S. Department of Education Office for Civil Rights ("OCR").

If a complainant uses the district grievance process and also chooses to file the complaint with OCR, the complaint must be filed with OCR within 60 days after the last act of the district grievance process. Otherwise, by law, complaints of discrimination must ordinarily be filed within 180 days of the last act of discrimination, unless a waiver is granted.

A complaint may be filed with the Office of Civil Rights: Regional Director, Office of Civil Rights, Region VI, 1301 Young Street, Suite 1169, Dallas, Texas 75202. Telephone: (800)368-1019. Fax: (214) 767-0432 TDD: (800) 537-7697. See www2.ed.gov/about/offices/list/ocr/complaints-how.html.

SPECIAL NOTICE PURSUANT TO SB 283 REGARDING HUMAN SEXUALITY INSTRUCTION

Secondary campuses may provide abstinence-based human sexuality instruction to students. The curriculum has been reviewed and approved by the Board of Trustees. Further details will be provided by the campus providing the instruction.

PESTICIDE APPLICATIONS AND INTEGRATED PEST MANAGEMENT PRACTICES

Information on Pesticide Applications

As required by law, YISD is providing this notification that the district periodically applies pesticides at school, indoor and outdoor, sites. Signs are posted at least 48 hours prior to any planned pesticide application. Additional information, such as the Consumer Information Sheets, times, and types of pesticide applications, may be obtained upon written request submitted to the district's Integrated Pest Management Coordinator, located at 9600 Sims Drive, El Paso, Texas 79925.

The District's Policy – DI, CLB

It is the intent of this school district to comply with the current Texas Department of Agriculture standards. The School Board has adopted a Pest Management Policy Statement which is based on generally accepted procedures for IPM, as defined by the Environmental Protection Agency.

STUDENT ACCEPTABLE USE AGREEMENT FOR INTERNET ACCESS

Internet access is available to students, teachers, and administrators of the Ysleta Independent School District. Since it is a constantly changing, fluid environment, school librarians and teachers have a professional responsibility to work together to help students develop the intellectual skills needed to discriminate among information sources, to identify content appropriate to their age and developmental levels, and to evaluate and use information to meet educational goals. We promote educational excellence in the Ysleta Independent School District by facilitating resource sharing, innovation, and communication. Access to Ysleta's digital resources, including the Internet, shall be made available to students, parents, and employees. Access to the network is a privilege, not a right. Any person using these resources through a district connection must accept and abide by the following policies:

1. Students may not share or allow anyone else to use their personal password.
2. Students must respect the rights of other individuals and not use language that is abusive (harshly or coarsely insulting, containing cursing in any language, or ethnic or racial slurs), profane (vulgar, irreverent toward God or sacred things, satanic), sexually offensive (sexual in nature, repugnant to the moral sense or good taste, sexual harassment), or threatening.
3. No one may access text or visual depictions (any picture, image, graphic image file, or other visual depiction) that are obscene and/or harmful to minors (appeals to a prurient interest; an actual or simulated sexual act or contact; and lacks serious literary, artistic, political, or scientific value).
4. Students may not access or participate in chat rooms at any time. If the curriculum mandates the use of a supervised chat room, chat rooms may be allowed if the chat room is monitored on-line by a third party and if the students are under close supervision of the instructor.
5. Students may access only applications and educational games approved by a campus professional staff member.
6. Students must respect the privacy of others and not intentionally obtain copies of or modify files, passwords, or data that belong to others. No one should represent himself or herself as someone else by using another's account. No one should forward personal material without prior consent of the originator.
7. Email transmissions and other use of the electronic communication system are not private and must be monitored by designated district staff to ensure appropriate use. Transmitting obscene messages or pictures is prohibited. Any illegal activities associated with the use of email will be reported to administration and police.
8. For the safety and privacy of the student, no student information in any form except directory information will be posted on the internet or social media without parental permission.
9. Students must respect the integrity of computing systems and abide by existing federal and state laws regarding electronic communication. This includes accessing secure and/or confidential information such as but not limited to grades, attendance and demographic information stored on YISD information systems without authorization, divulging passwords, causing system malfunction, developing programs that harass other users or attempting to infiltrate a computer or computing system, maliciously harming or destroying district equipment, materials, or data, and deliberately degrading or disrupting system performance. These actions may be viewed as violations of district policy and administrative regulations and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creation of computer viruses, Trojan programs, worms and accessing indecent information. These laws can carry penalties of up to 20 years in prison.
10. Students must respect the legal protection provided by copyright laws to computer programs, articles, graphics, and data. (See policies on copyright: CY Legal/Local and CY-Reg). Students shall not copy anything that belongs to someone else without rewriting it in their own words and are reminded to give credit to the owner of the information.
11. Any expense incurred as a result of Internet use is the responsibility of the student/parents.
12. Access to the Internet is considered a privilege. Users should not waste school resources through improper use of the systems. Anyone found using access in a way deemed inappropriate will be denied privileges. Noncompliance with applicable regulations may result in suspension or termination of privileges and other disciplinary action consistent with Board policy and the Student Code of Conduct.
13. Administrator access/passwords for computer systems can only be obtained from TIS.

2020-2021 TEXAS MINIMUM STATE VACCINE REQUIREMENTS FOR STUDENTS

IMMUNIZATION REQUIREMENTS GRADES K-12

A student shall show acceptable evidence of vaccination prior to entry, attendance, or transfer to a child-care facility or public or private elementary or secondary school in Texas.

<u>Vaccines</u>	<u>Minimum Number of Doses Required by Grade Level</u>		
	<u>K-6th</u>	<u>7th</u>	<u>8th – 12th</u>
<u>Diphtheria/Tetanus/Pertussis (DTaP/DTP/DT/Td/Tdap)</u>	<u>5 doses or 4 doses</u> <i>Check with School Nurse or Medical Provider for clarification</i>	<u>3 dose primary series and 1 Tdap/Td booster within last 5 years</u>	<u>3 dose primary series and 1 Tdap/Td booster within last 10 years</u>
<u>Polio</u>	<u>4 doses or 3 doses</u> <i>Check with School Nurse or Medical Provider for clarification</i>		
<u>Measles, Mumps, and Rubella (MMR)</u>	<u>2 doses of MMR</u>		
<u>Hepatitis B</u>	<u>3 doses</u>		
<u>Varicella</u>	<u>2 doses</u>		
<u>Meningococcal (MCV4)</u>		<u>1 dose</u>	
<u>Hepatitis A</u>	<u>2 doses</u>		

Note: Shaded area indicates that the vaccine is not required for the respective age group.

Diphtheria, Tetanus, and Pertussis (DTaP/DTP/DT/Td/Tdap) – **For K-6th grade:** 5 doses of diphtheria-tetanus-pertussis vaccine; 1 dose must have been received on or after the 4th birthday. However, 4 doses meet the requirement if the 4th dose was received on or after the 4th birthday. However, 4 doses meet the requirement if the 4th dose was received on or after the 4th birthday. For students age 7 years and older, 3 doses meet the requirement if 1 dose was received on or after the 4th birthday. **For 7th grade:** 1 dose of Tdap is required if at least **5 years** have passed since the last dose of tetanus-containing vaccine. **For 8th- 12th grade:** 1 dose of Tdap is required when **10 years** have passed since the last dose of tetanus-containing vaccine. Td is acceptable in place of Tdap if a medical contraindication to pertussis exists.

Polio –For K-12th grade: 4 doses of polio; 1 dose must be received on or after the 4th birthday. However, 3 doses meet the requirement if the 3rd dose was received on or after the 4th birthday.

Measles, Mumps, and Rubella (MMR) – **For K – 12th grade:** 2 doses are required, with the 1st dose received on or after the 1st birthday. Students vaccinated prior to 2009 with 2 doses of measles and one dose each of rubella and mumps satisfy this requirement.

Hepatitis B – **For students aged 11-15 years:** 2 doses meet the requirement if adult hepatitis B vaccine (Recombivax®) was received. Dosage (10 mcg/1.0mL) and type of vaccine (Recombivax®) must be clearly documented. If Recombivax® is not the vaccine received, a 3-dose series is required.

Varicella – The 1st dose of varicella must be received on or after the 1st birthday. **For grades K –12th grade:** 2 doses are required.

Meningococcal: For **7th – 12th grade**, 1 dose of quadrivalent meningococcal conjugate is required on or after the student's 11th birthday. Note: If a student received the vaccine at 10 years of age, this will satisfy the requirement.

Hepatitis A – The 1st dose of hepatitis A must be received on or after the 1st birthday. **For K-10th grade:** 2 doses are required.

EXEMPTIONS

Texas law allows (a) physicians to write medical exemption statements that the vaccine(s) required would be medically harmful or injurious to the health and well-being of the child or household member, and (b) parents/guardians to choose an exemption from immunization requirements for reasons of conscience, including a religious belief. The law does not allow parents/guardians to elect an exemption simply because of inconvenience (for example, a record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct the problem). Schools should maintain an up-to-date list of students with exemptions, so they can be excluded in times of emergency or epidemic declared by the commissioner of public health.

Instructions for requesting the official exemption affidavit that must be signed by parents/guardians choosing the exemption for reasons of conscience, including a religious belief, can be found at [Immunize Texas](#) under "School & Child-Care." The original Exemption Affidavit must be completed and submitted to the school.

For children claiming medical exemptions, a written statement by the physician must be submitted to the school. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

PROVISIONAL ENROLLMENT

All immunizations should be completed by the first date of attendance. The law requires that students be fully vaccinated against the specified diseases. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by this rule. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. A school nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

Additional guidelines for provisional enrollment of student transferring from one Texas public or private school to another, students who are dependents of active duty military, students in foster care, and students who are homeless can be found in the TAC, Title 25 Health Services, Sections 97.66 and 97.69.

DOCUMENTATION

Since many types of personal immunization records are in use, any document will be acceptable provided a physician or public health personnel has validated it. The month, day, and year the vaccination was received must be recorded on all school immunization records created or updated after September 1, 1991.

Bacterial Meningitis

Meningococcal disease is a **serious** illness caused by bacteria that infect the blood or membranes surrounding the brain and spinal cord. It can lead to brain damage, disability, and death. It is most common in infants and in people with certain medical conditions. College **freshmen**, particularly those who live in **dorms**, have a modestly increased risk of getting the disease. Common **symptoms** of meningitis include stiff neck, headache, fever, sensitivity to light, sleepiness, confusion, and seizures. It can be treated with antibiotics, but **treatment** must be started early. Despite treatment, 10-15% of people who get the disease die from it. Another 10-20% suffer long-term consequences.

A meningococcal **vaccine** is available from your doctor or health clinics. It protects against four of the five most common types of this disease. Vaccine protection lasts 3-5 years and can prevent 50%-70% of cases on college campuses. Meningococcal vaccine may cause **reactions** such as pain or fever. Discuss contraindications and rare but serious side effects with your healthcare provider. For further information, contact your school nurse or healthcare provider. (Policy FFAD)

Please see [Meningitis Information for Students and Parents](#) for information regarding meningitis.



**YSLETA INDEPENDENT SCHOOL DISTRICT
ADMISSIONS**

School Year: 20__-20__

REQUEST FOR FOOD ALLERGY INFORMATION

This form allows you to disclose whether your child has a food allergy or severe food allergy that you believe should be disclosed to the District in order to enable the District to take necessary precautions for your child's safety. (Texas Education Code, Chapter 25, Sec. 25.0022)

"Severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that required immediate medical attention.

Please list any foods to which your child is allergic or severely allergic, as well as the nature of your child's allergic reaction to the food.

No information to report, check here

Food	Nature of allergic reaction to the food

To Request a Special Diet, Modification of a Meal Plan or Provide Other Information From Your Doctor about your Child's Food Allergy, You Must Contact the School Nurse, Cafeteria Manager, or School Administrator Where Your Child Attends School.

The District will maintain the confidentiality of the information provided above and may disclose the information to teachers, school counselors, school nurses, and other appropriate school personnel only within the limitations of the Family Educational Rights and Privacy Act and District policy.

You must see the school nurse if your child requires medication for any allergy.

Student Name: _____ Date of Birth: _____ Grade: _____

Name of Parent/Guardian: _____

Work Phone: _____ Home Phone: _____

Signature of Parent/Guardian: _____ Date: _____

Date form was received by the school: _____

This document is to be maintained in the Student's Cumulative Folder

PARENT AND FAMILY ENGAGEMENT

COMMITMENT TO SERVICE EXCELLENCE

The district is committed to delivering excellent service in every interaction with parents, by providing individualized attention to your needs, demonstrating courtesy, and holding ourselves accountable. If you have any concerns about our service, please contact the Director of Pupil and Parent Services, (915) 434-0741.

PARENT AND FAMILY ENGAGEMENT

Parental and family engagement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. The purpose is to ensure that parents play an integral role in their child's learning and are active in their child's education at school. 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 counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed.
- Becoming a school volunteer. See Reg. GKG-R and Volunteers in Schools.
- Participating in parent workshops and trainings.
- Participating in campus parent organizations.
- Serving as a parent representative on a school or district committee.
- Attending board meetings to learn more about district operations.

PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Each school has developed a School Parent and Family Engagement Policy in consultation with parents to ensure the effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement. This includes commitments to provide parents with information about academic standards, teacher qualifications, and how parents can help their children improve their achievement. All schools must develop jointly with, agree on with, and distribute to, parents a written School-Parent Compact. The compact outlines how parents and the school staff will share the responsibility for improved student academic achievement. Parents are urged to read, sign, and return to their school the School-Parent Compact. For more information, contact the school principal or the Family and Community Engagement Coordinator at (915)434-0798.

FAMILY AND COMMUNITY ENGAGEMENT COORDINATOR AND PARENT LIAISONS

The district has designated a Family and Community Engagement Coordinator to work with the campus parent liaisons to assist parents in becoming involved in their child's education at home and at school. The District's Family and Community Engagement Coordinator may be reached by calling the district at (915) 434-0798. Schools have also designated their own Parent Liaison who may be reached through the school office.

DISTRICT AND CAMPUS EDUCATIONAL IMPROVEMENT COMMITTEES

Parents are eligible to serve on the District Educational Improvement Committee (DEIC) Parent Advisory Council (PAC) at the district level and the Campus Educational Improvement Committee (CEIC) at the campus level. Committees meet periodically throughout the year. The district-level and campus-level committees involve parents in campus review and improvement of student academic achievement and campus performance. For further information, contact your campus administrator.

PARENT ORGANIZATIONS

Parents are encouraged to join and become active members of our parent organization groups. These groups include the district Volunteer Program, PTAs and PTOs. Please contact your child's school office for further information.

HOME ACCESS CENTER

Home Access Center allows you, the parent, to review your child's grades, attendance, state assessment results and other educational information from any computer connected to the internet. To register for Home Access Center go to the [District website](#) and click on the Parent button at the top and select Home Access Center. You will need an active email address and know your child's student ID number (lunch number) before you can register.

PARENT VISITATION AT SCHOOL

Parent visitation at school is welcome and encouraged. Parents and patrons may visit all phases of the school program. Visitors **MUST** make office arrangements in advance for classroom visitation. On arrival at school, all visitors must first report to the school office and be prepared to show identification. Visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. For conferences with teachers, parents are to make arrangements to visit their child's teacher during the teacher's regular conference periods. Abusive language and/or behavior directed at teachers or other school personnel will not be permitted. Parents who engage in such behavior will be asked to leave the campus.

PARENT/TEACHER CONFERENCES

Plan to meet your child's teachers periodically during the school year. All teachers would like to meet you and work together to help your child. Parent/teacher conferences are scheduled at each campus during the school year, as shown on the district calendar. A parent may also schedule a conference with the teacher at other times as needed. All teachers have an assigned conference period. We ask parents to use the teacher conference periods so that no teaching time will be lost.

PARENTAL RIGHTS

State and Federal law and YISD Board Policy identify certain parental rights regarding education. This Handbook refers to or summarizes those rights that parents most often exercise. The district is required to consider complaints that a parent's right listed in Chapter 26 of the Education Code has been denied. For more detail, see Policy FNG.

WHO IS CONSIDERED A "PARENT"

The term "parent" is used to refer to the parent, legal guardian, or any other person who has lawful control of a student under a court order. A parent does not include a person not entitled to possession of or access to a child under a court order. In most cases any right of a parent can be exercised by a student who is 18 years of age or older or whose disabilities of minority have been removed under the law. See Policy FNG. Unless limited by a court order, a parent appointed as a conservator of a child has the right to attend school activities that any parent can attend, including school lunches, performances, and field trips.

POWER OF ATTORNEY FOR MINOR STUDENT LIVING APART FROM PARENT

If a minor student resides with a resident adult other than a parent or legal guardian, the parent must furnish to the district a Power of Attorney assigning responsibility for the student in all school-related matters to the adult resident of the district. Both the parent and the adult taking responsibility must sign the Power of Attorney form and it must be notarized. See Policy FD.

REQUEST FOR CAMPUS TRANSFER OR CLASSROOM ASSIGNMENT

Under the law or Board policy, under certain circumstances a parent can request in writing for a student to be transferred to a different campus or assigned to a different classroom. Transportation is not provided. These circumstances include the following:

- Classroom assignment for multiple birth siblings. See Policy FDB.
- Assignment to same campus as child in special education. See Policy FDB.
- Students who are victims of bullying, which includes cyberbullying. See Policy FDB, FFI.
- Students who are victims of sexual assault. See Policy FDE.
- Assigned school is identified for school improvement pursuant to the No Child Left Behind Act. See Policy FDB.
- Assigned school is identified as persistently dangerous by Texas Education Agency. See Policy FDE.
- Parent request to Board of Trustees for discretionary school transfer or assignment. See Policy FDB.
- Parent request to Principal for change in class or teacher assignment. See Policy FNG.

See district regulations for additional information and request forms.

PARENT CONCERNS AND COMPLAINT RESOLUTION PROCESS

The district is committed to working closely with parents and the community. This flow chart provides a summary of the informal and formal process for resolving most types of concerns and complaints by a student or parent.

- An optional Parent Concern Form for use in the informal process is provided in Important Notices.
- The **required forms** for the formal process (FNG-R) are available on the district website, from the school office, or from the department of Pupil and Parent Services.
- All time limits shall be strictly followed unless modified by mutual written consent.
- Policy FNG (LOCAL) describes certain **exceptions**, where a different process is used.
- See Important Notices Section for Grievance Procedures for Title IX, Section 504, and Title II.
- See Code of Conduct for complaints or appeals concerning expulsion or removal of DAEP.

Informal Process

The district encourages students and parents to discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus administrator. Concerns should be expressed immediately to allow early resolution at the lowest possible administrative level. If the concern is instructional, the parent should meet and discuss the issue with the teacher. Otherwise, the parent should meet and attempt to resolve the issue with the campus principal and/or assistant principal. If resolved, stop here.

Formal Process Level One – Written Complaint to Campus Principal

If resolution is not reached informally, the student or parent may initiate a formal complaint by following the Level One procedures described in Policy FNG (LOCAL). The parent must file a written complaint within 15 days of the decision or action giving rise to the complaint. The principal will investigate and hold a conference within 10 days. The principal will provide a written response within 10 days after the conference. If resolved, stop here.

Formal Process Level Two – Appeal to District Administration

The student or parent may appeal the Level One decision by following the Level Two procedures described in Policy FNG (LOCAL). The student or parent must file a written notice of appeal within 10 days after receipt of the Level One response or deadline. The Superintendent or designee will review the Level One record and hold a conference within 10 days. The Superintendent or designee will provide a written response within 10 days after the conference. If resolved, stop here.

Formal Process Level Three – Appeal to Board of Trustees

The student or parent may appeal the Level Two decision by following the Level Three procedures described in Policy FNG (LOCAL). The student or parent must file a written notice of appeal within 10 days after receipt of the Level Two response or deadline. The Board will review the Level One record and Level Two response and hold a hearing. The Board will give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting.

For assistance or more information, contact the department of Pupil and Parent Services at 434-0743.

EVALUATION FOR SPECIAL EDUCATION

If a child is experiencing learning difficulties, the parent may at any time request an evaluation for special education services. The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Dr. Diana Otero at (915) 434-0902. See section on SPECIAL SERVICES.

FLEXIBILITY FOR MILITARY FAMILIES

Children of military families will be provided flexibility regarding certain district requirements. In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. Additional information may be found at [TEA Military](#).

PARENTAL NOTICE AND CONSENT REQUIRED FOR PARTICIPATION

Under the law or YISD Board Policy, YISD must receive a parent's written consent prior to the student participating in certain activities. Because the student may bring consent forms home throughout the school year with short deadlines to respond, your attention and cooperation is appreciated. These matters include the following:

- Survey, analysis or study funded in whole or in part by the U.S. Department of Education that asks for private information.
- Display or publication of student artwork, photographs taken by students, special projects or other original works on the classroom, school, or district website, in printed material, by video, or by any other method of mass communication. (Without parental consent, teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement.)
- Video or voice recording of your child by the district, except when it is to be used for school safety, when it relates to classroom instruction or a co-curricular 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 parent consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.
- Parenting and paternity awareness program, if the student is under the age of 14.
- Psychological exams, tests, or treatment, or mental health care service, except when required by state or federal law for special education purposes or for child abuse investigations and reports. The district will not provide a mental health care service to a student except as permitted by law.
- Recommendation for Intervention. The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options. See further information in section on **Mental Health Support**.

PARENTAL RIGHT TO OBJECT OR “OPT OUT”

Under the law or YISD Board Policy, under certain circumstances a parent may object in writing to a child’s participation in certain activities (“opt out”). These matters include the following:

- Survey, analysis or study – regardless of funding – that asks for any private information.
- Use or collection of personal information for the purpose of marketing or selling that information.
- Physical examination or screening for vision or hearing problems, or risk assessment for diabetes, if the parent files an affidavit that it conflicts with the parent’s religious beliefs.
- Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. See Policy EC (LEGAL), FNA (LEGAL).
- Reciting a portion of the Declaration of Independence. See Policy EHBK (LEGAL).
- Certain instruction activities that conflict with religious or moral beliefs; temporary removal from the classroom during the instructional activity. See Policy EMB (LEGAL).
- Directory Information. Certain personal information about students designated as “directory information” will be released to anyone who follows procedures for requesting it unless a parent objects in writing to the principal within ten school days of the child’s first day of instruction for this school year. Families living in a shelter for survivors of family violence or trafficking may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter. See Important Notices section.
- Military Recruiters and Institutions of Higher Education. The district will release to a military recruiter or an institution of higher education a student’s name, address and telephone listing unless a parent objects. See Important Notices section.
- Conscientious Objection to Immunization Requirements. The law allows parents/guardians to choose an exemption from immunization requirements for reasons of conscience, including a religious belief. Instructions for the affidavit to be signed by parents/guardians choosing the exemption can be found at [Immunize Texas](#).
- Electronic Communication with Students. 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.

INFORMATION AVAILABLE TO PARENT UPON REQUEST

Under the law or YISD Board Policy, a parent has the right to obtain certain information or services from the district upon request. For more information on any matter, please contact your school office or Principal. These matters include:

- Surveys. As a parent, you may inspect protected information surveys and surveys created by a third party before the survey is administered or distributed to your child.
- Collection for Marketing. As a parent you may inspect any instrument used to collect personal information from students for any marketing, sales, or other distribution purposes.
- Qualifications of Teachers and Staff. Parents may request information regarding the professional qualifications of the student’s classroom teachers, including: state qualifications and licensing, emergency or other provisional status, and whether the teacher is currently teaching in the field of discipline of his or her certification. The qualifications of a paraprofessional may be requested if a child is provided service by paraprofessional staff.
- Examination of instructional material used as part of the educational curriculum.
- Student Records including grades, test results, and disciplinary records. See Policy FL (Local).
- Records on intervention strategies. 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.
- Notices to Non-Custodial Parent of Certain Student Misconduct. See Policy FO(LEGAL) and the Student Code of Conduct.
- Programs on Inappropriate Use of Technology developed by the Texas School Safety Center that discuss “sexting” and the consequences of this behavior.
- Information regarding assessments. As a parent 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.
- Printed versions of electronic instructional materials. A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

ROLE AND RESPONSIBILITIES REGARDING MANAGEMENT OF STUDENT'S HEALTH

The parent plays a key role in managing the health of a child with a medical condition or food allergy, or who needs to take medications while at school. See the section of the Handbook on Health Services for more information on the parent's responsibilities and coordination with school officials.

HUMAN SEXUALITY INSTRUCTION

As a part of the district's curriculum, a student may receive instruction related to human sexuality. Written notice must be sent home before each school year indicating whether or not the district will provide human sexuality instruction to students. If human sexuality instruction is provided, a summary of its content, the requirements established under state law, a statement of the parent's right to review the materials, the option to remove the student without penalty, and information describing opportunities for parental involvement in the development of the curriculum must be included in the written notice.

FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student; however, a student is expected to provide his or her own pencils, paper, erasers, and notebooks. A student 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.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- 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 optional courses 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 fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit 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.
- Reasonable fees for goods and services provided in connection with any postsecondary instructional program, including career and technology, adult, veterans, or continuing education, community service, evening school, and high school equivalency programs.

WAIVER OF FEES

Upon receipt by the district of reliable proof that a student and his or her parent or guardian are unable to pay a fee or deposit required by the school, such fee or deposit shall be waived. Such student and his or her parent or guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver.

PARENT LIABILITY FOR DAMAGES

Parents are liable for property damage caused by students when:

- the student's conduct is due to parental negligence or failure to exercise parental duties; or
- the student is at least 10 years of age but under 18 and engages in willful and malicious conduct.

The district may file formal charges against the parents when a student destroys district property. Parents may be ordered by a court to make full or partial restitution to the district in accordance with the law.

AUTOMATED COMMUNICATIONS

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.

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 of 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 to 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.

ADMISSION AND ENROLLMENT

AGE

To enroll K-12, a student must be over five and younger than 21 years of age on September 1 of the school year in which admission is sought.

PRE-KINDERGARTEN PROGRAM

The district offers free Pre-Kindergarten (full day only) to eligible children. To be eligible for enrollment, a child must be four years of age on September 1 of the current school year and must be [TEC §29.153(b)]:

- unable to speak and comprehend the English language; or
- educationally disadvantaged (eligible to participate in the National Free or Reduced-Price Lunch Program); or
- homeless; or
- a child of an active duty member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who is ordered to active duty by proper authority or who was injured or killed while serving on active duty; or
- in or has ever been in the conservatorship of the Department of Family and Protective Services (DFPS) following an adversary hearing under §262.201 of the Texas Family Code.

Certain immunization requirements also apply. Please check current requirements during Pre-K registration.

OLDER STUDENTS

The district **may** admit a person over **21** and under 26 for the purpose of completing the requirements for a high school diploma. Restrictions on campus placement apply.

BIRTH CERTIFICATE

Every student entering the school system must submit a birth certificate or its equivalent to establish identity, age, and who is the parent. This needs to be provided only upon initial enrollment in the district.

RESIDENCY

Generally, **the student and either parent** must reside in the district. Evidence of residency must be provided within 10 days from the time the student is enrolled in a school. Residency requirements are also satisfied by:

- the student resides in the district with a legal guardian or other person having lawful control under a court order;
- the student resides in the district and is age 18 or over or has had the disability of minority removed;
- the student resides at a residential facility as defined in Education Code 5.001 located in the district;
- the student's grandparent resides in the district, the grandparent provides a substantial amount of after-school care for the student; the parent and grandparent complete a form provided by the district describing the extent of after-school care;
- certain foreign exchange students;
- military parent's transfer order for certain transitioning students who are military dependents;
- the student resides in a foster home located in the district;
- student is "homeless" under the McKinney-Vento Homeless Education Act;
- the student is living in the district separate and apart from a parent or guardian, and the parent or guardian has provided a Power of Attorney assigning responsibility for the student in all school-related matters to an adult resident of the district. The student must establish and the Superintendent must determine that the student's presence in the district is not for the primary purpose of participation in extracurricular activities.

EVIDENCE OF RESIDENCY

The parent, legal guardian, or student if over 18, must provide proof of residence in the district. The district will accept a current utility bill receipt, rental payment receipt, or rental contract that shows the name of the parent or legal guardian and an address in the district.

CHANGE OF ADDRESS

Whenever a change of residence occurs, **it is the parent/guardian's responsibility to notify the school within 5 days of the change of residence.** The district may make reasonable inquiries to verify a person's eligibility for continued admission in the district. The district may withdraw any student who ceases to be a resident of the district.

FALSIFICATION OF RESIDENCE INFORMATION

The district may make reasonable inquiries to verify a student's eligibility for continued admission. **Presenting a false document or false records is an offense under Section 37.10 Penal Code, and enrollment of the child under false documents subjects the person to liability for costs incurred by the district.** Educ.Code 25.001 (h).

ADMISSION OF SUSPENDED TRANSFER STUDENTS

Any student moving into the district who, for any reason, is under suspension from another school system shall not be admitted until the suspension term has ended, or until exonerated by the suspending district.

UNDOCUMENTED STUDENTS

Denying admission or enrollment based upon immigration status to children who are not legally admitted into the United States violates the Equal Protection Clause of the Fourteenth Amendment to the United States Constitution. *Plyler v. Doe, 457 U.S. 202 (1982)*. The district will not require any documentation of legal status and will not notify or furnish any status or residence information to immigration authorities about any student who is enrolled in a school in the district.

STUDENTS IN FOSTER CARE

In an effort to provide educational stability, the district strives to 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. A student who is currently in foster care and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in foster care 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.

The district provides systems to ease transition of a student who is in substitute care during the first two weeks of enrollment at a new school. Please contact Jackie Saenz, Program Specialist, Federal and State Education Programs, who has been designated as the district's liaison for children in substitute care, at 915-434-0793, for further information.

A student who is currently in foster care 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 passes one semester of a two-semester course. 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 Credit by Examination.

Please contact Jackie Saenz, Program Specialist, Federal and State Education Programs, who has been designated as the district's liaison for children in substitute care, at 915-434-0793, with any questions.

STUDENTS WHO ARE HOMELESS

Children who are homeless will be provided flexibility regarding certain district provisions. See policy FDC (Legal) and FDC (Local). Federal law allows a student who is homeless 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. 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. 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.

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families. The district provides systems to ease transition of students who are experiencing homelessness. Please contact Jackie Saenz, Program Specialist, Federal and State Education Programs, who has been designated as the district's liaison for children who are experiencing homelessness, at 915-434-0793, with any questions.

WITHDRAWALS

Unless a student is age 18 or older, is married, or has been declared by a court to be an emancipated minor, no student may legally withdraw from school without a parent's or guardian's written approval and stated destination unless he/she has reached the age of 18. A student withdrawing from a school must have a conference with his/her school counselor before the withdrawal is approved. Notification should be made in writing or calling the school no later than the day before his/her final day in school. If a student is withdrawn from school to attend another school within the city, the student must be re-enrolled in another school within a reasonable time (5 days from the withdrawal date).

Intent to enroll elsewhere (destination) must be documented at the time the student withdraws or quits attending school – generally within 10 days of the last day the student stops attending school. The withdrawal form should indicate either where the family is moving (destination), the name of the school district and school the student will be attending, or that the student will be home schooled. Withdrawal documentation may be considered incomplete without the date, signature(s) or a destination.

ANNUAL ENROLLMENT AT A SCHOOL

REGISTRATION FORMS

Before a student can be officially admitted to a district school, appropriate registration forms must be completed and signed by the student's parent or legal guardian. If the student resides with a legal guardian, a legally executed or court document must be submitted to prove guardianship. A student who is 18 years of age or over (or whose status as a minor has been removed) may complete and sign these forms. Enrollment information must be accurate and current.

AUTHORIZATION AGREEMENT

The Board by policy may allow a person showing evidence of legal responsibility for a child other than an order of a court to substitute for a guardian or other person having lawful control of the child under court order. *Education Code 25.001(j)* A parent or both parents of a child may enter into an authorization agreement with the child's grandparent, adult sibling, or adult aunt or uncle to authorize the relative to perform acts described in Family Code 34.002 in regard to the child, such as: 1. Authorizing medical, dental, psychological, or surgical treatment and immunization of the child, including executing any consents or authorizations for the release of information as required by law relating to the treatment or immunization; 2. Enrolling the child in the district; and 3. Authorizing the child to participate in age-appropriate extracurricular, civic, social, or recreational activities, including athletic activities. The authorization agreement must conform to the requirements of Family Code Chapter 34.

GRADES 1 – 6

When enrolling a student in grades one through six, a satisfactory credential showing work has been completed in the previous grade must also be made available.

NEW RESIDENTS

Students should be enrolled in school immediately after residence is established. New resident students who are entering the district schools shall provide evidence of prior schooling outside the district. They will be placed initially at the grade level reached elsewhere, pending observation by classroom teachers, guidance personnel, and the school principal. On the basis of these observations, the principal shall determine final grade placement.

ATTENDANCE ZONE

Students who currently reside within the attendance area of a campus have priority for that school. Students who currently reside outside the attendance area must contact the school they wish to attend for permission to enroll as a transfer. Transfers may be revoked due to poor attendance, lack of student effort, persistent misconduct or lack of parental support. The district's website on the "Schools" page includes a link for looking up a residence address and seeing which attendance zones apply. [Address Find](#)

IMMUNIZATIONS

Immunizations are required for school attendance by the Texas Department of State Health Services. According to state law, students may be excluded from school until documentation of immunization is verified. If there is a question or concern please contact the school nurse. Please visit the Health Services webpage for additional immunization and exemption information. **See Important Notices Section for Current Immunization Requirements.**

Provisional Enrollment. All immunizations should be completed by the first date of attendance. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by this rule. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. A school nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered. (TAC, Title 25, Part 1, Chapter 97, Rule §97.66)

Exclusions From Immunization Compliance. State law only allows certain medical and religious exemptions. The school will accept only official affidavit forms developed and issued by the Texas Department of State Health Services (DSHS), Immunization Branch. For complete information and forms go to: [Immunization Exemptions](#). **No other forms or reproductions will be allowed.** 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.

ATTENDANCE INFORMATION

YEAR-ROUND EDUCATION PROGRAM

Beginning with the 2020-2021 school year, the district Board of Trustees approved the adoption of a Year-Round Education program. As shown on the 2020-2021 Instructional Calendar, students start school earlier in August, have a two-week "Intersession" break in fall and again in Spring. The end of the school year and other school holidays remain as normal. Like with summer school, the Intersession breaks will be used to provide additional instruction and enrichment programs to students. Contact your school principal for more information.

COMPULSORY ATTENDANCE LAW

Students who are at least six years of age, or who have been previously enrolled in first grade, and who have not yet reached their 19th birthday shall attend school, unless exempted by law. Students enrolled in prekindergarten or kindergarten shall attend school. *Texas Education Code Section 25.085 (b)*. A child who is required to attend school under this section shall attend school each day for the entire period the program of instruction is offered. *Texas Education Code Section 25.085 (a)*

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. *Texas Education Code Section 25.085(e)*

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 reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

FAILURE TO ENROLL

Parents must ensure that their child is enrolled and is attending school. If the child is withdrawn from his current school to attend another school within the city, the student must enroll in the new school within five (5) days of the last day he/she attended his/her previous school or a referral will be reported to the district attendance officer.

LENGTH OF SCHOOL DAY

Pre-kindergarten students will attend a three-hour session either in the morning or in the afternoon. For all other students, a school day must be at least 7 hours each day, including intermissions and recesses.

ACCELERATED/COMPENSATORY PROGRAMS REQUIRING COMPULSORY ATTENDANCE

A student between the ages of 6 and 19 must also attend:

1. An extended-year program (summer school) for which the student is eligible that is provided by the district for students identified as likely not to be promoted to the next level or tutorial classes required by the district. *Texas Education Code 29.084* and YISD policy EHBC (LOCAL).
2. An accelerated reading instruction program to which the student has been assigned. *Texas Education Code 28.006 (g)* and YISD policy EKC.
3. An accelerated instruction program to which the student is assigned. *Texas Education Code 28.02111 (j)* and YISD policy EIE (LOCAL).
4. A basic skills program to which the student is assigned. *Texas Education Code 29.086* and YISD policy EHBC (LEGAL); or
5. A summer program provided:
 - a. To a student placed in in-school suspension or other alternative setting, other than a disciplinary alternative education program (DAEP), who has been offered the opportunity to complete each course in which the student was enrolled at the time of removal. [See FO]
 - b. To a student removed to a DAEP who has been offered an opportunity to complete coursework, before the beginning of the next school year. [See FOCA]

HOME SCHOOLING

When the district becomes aware that a student is being home-schooled, the campus administrator will request a letter of notification from the parents/guardians indicating the actual date home schooling began, and who is the responsible party. The curriculum design must meet the basic educational goals of reading, mathematics, spelling, grammar and a

study of good citizenship. If the parents/guardians refuse to submit the letter of notification or the district has evidence that the school-age child is not being home-schooled within the legal requirements, the district may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

ABSENCES

Students who are not in class when attendance is taken will be counted tardy or absent. **The parent must contact the school by phone, in writing, or in person to explain the reason for every absence within 72 hours or sooner of the student's absence to avoid loss of class work credit and possibly truancy court referral.** Attendance staff will document every contact parent/guardian makes with the school, whether absences will be excused or unexcused.

Excused absences are legitimate days of absence necessitated by personal illness, death in the immediate family, or a student teen parent taking her/his child to the doctor. Documentation is required when students are absent due to a doctor's appointment, a court date, or other official business. Limited absences due to UIL activities or other school-related functions will not count as absences. For out of town trips, the parent/guardian must submit to the principal a written request prior to the trip. Certain absences will also be excused relating to children in the conservatorship (custody) of the state, to children whose parent in active military duty is deploying or returning from deployment, and to students 17 years of age or older pursuing enlistment in a branch of the U.S. armed services or Texas National Guard. See Policy FEA (LEGAL).

If a student is absent without school permission or permitted exception, that absence will be counted as an unexcused absence. In this case the student may receive a zero for all work missed, parents will be notified, the student will be referred to counseling and, if necessary, an attendance warning will be issued, charges will be filed against parents to enforce the compulsory school attendance law if absences of this nature persist. See Reg. FE-R.

90% RULE FOR LOSS OF CREDIT

A student must be present 90% of the days the class is offered in order to receive credit (middle and high school) or to be promoted to the next grade level (elementary school). All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. Parents will be notified prior to and at the actual point the student's attendance, in any class, falls below 90%. When a student's attendance drops below 90% but remains at least 75% of the days the class is offered, the student may earn credit for the class by completing a plan approved by the principal. If the student fails to complete the plan set by the principal, or if attendance falls below 75% of the days the class is offered, the student, parent, or representative may request award of credit by submitting a written petition to the appropriate campus attendance committee. Petitions for credit may be filed at any time the student receives notice but not later than 30 days after the last day of classes. An attendance committee at the campus will determine if credit will be awarded or if the student will be promoted to next grade level based on extenuating circumstances and what is in the best interest of the student, as provided in Policy FEC (LOCAL). The attendance committee may also impose conditions for the student to abide by for the remainder of the grading period before awarding credit/promotion. **This applies to all grade levels. See Policy FEC (LEGAL) and (LOCAL).**

OPPORTUNITY TO COMPLETE CLASS WORK

Students who have an excused absence will have the opportunity to make up class work, one day for each day of absence or a reasonable amount of time. When applicable, arrangements for make-up work should be made in advance of an absence. Class make-up work for unexcused absences should be permitted in order to allow the student to keep pace with the instructional program. All classwork must be made up if a student misses a class or part of a class.

EARLY RELEASE OF STUDENTS FROM SCHOOL

Students shall not be excused during school hours for private lessons of any nature. A parent may request permission for a student to leave school during the school day when necessary for a doctor's appointment or emergency. Excessive requests for permission for students to leave early will be monitored by the campus administration and conferences with the parent or guardian will be scheduled to resolve the situation. A student must obtain an early dismissal slip or sign an early dismissal card from the attendance office in accordance with school procedure. At no time should students leave school early without getting permission from the school and following the school procedures for leaving the school grounds. Students who fail to follow the above procedures may be considered truant and subject to the campus discipline management plan.

TRUANCY

Truancy is defined as a student not having permission to be away from school or a valid reason to arrive late, skip class (es), miss the whole day, part of the day or miss many days. Students who are absent from one or more class periods, or are absent from school the entire day without the permission of parent(s)/guardian(s), or school authorities, or do not have a valid reason to be absent, are considered truant. School officials shall investigate excessive student absences from school. Parents must ensure that their child attends school each day for the entire period the program of instruction is provided.

If you have questions about your student and the effect of his or her absences from school, please contact the district's truancy prevention facilitator or any other campus administrator.

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.

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.

A court of law may also impose penalties against a student's parents 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 through 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).

NOTICE TO PARENTS OF ABSENCES

There are many ways that the district provides notices to parents/guardians about students' absences. These include:

1. Phone messages from the School Messenger System (Sea Horse Sam) for each day the student is absent. If a parent has not resolved the absence, the School Messenger will call again and leave another message for the same and subsequent absences.
2. The progress report issued every three weeks also contains a total number of the absences for that period.
3. The progress report card contains a total of all the absences the student has for the year.
4. Individual calls to parents/guardians from the campus teachers, assistant principals, counselors or CIS worker are made.
5. Parents can also track attendance online through **the Home Access Center**.
6. Notice of Conference letters are also sent to the student's home to request conferences with an administrator, counselor, CIS worker or attendance clerk.

Parents/Guardians should make every effort to keep track of the child's absences and contact the school each time the student is absent. If the parent feels an error about an absence may have occurred, the parent/guardian should contact the school as soon as the error has been discovered. This will make correcting an error easier before it escalates to a more serious problem.

RUNAWAYS

Students who are considered runaways must be counted absent. The student may be withdrawn if:

1. The student is no longer residing within YISD boundaries;
2. A police report has been filed and a case number has been assigned; and
3. The whereabouts of student are unknown.

CLASS PERIOD CUTS

If a student misses instruction due to "cutting class" without excuse, the student will be considered truant, will be disciplined according to campus procedures, and will be subject to the "work missed policy" at the campus. Students may be assigned to Saturday School, lunchtime detention or afterschool detention or other interventions under the school management plan. The student must make up work missed and may receive no credit, partial credit, or complete credit for work made up. See Reg. FE-R.

TARDIES

Students must be in their classrooms and ready to receive instruction when the bell to begin class rings. A high school student who arrives after the tardy bell is counted tardy for that class period. An elementary school student who arrives after the 7:45 a.m. tardy bell rings will be counted tardy for the day. It is the responsibility of the parent or legal guardian to contact the school before the second hour of instruction by telephone, in writing, or in person to verify the reason for the tardy (unless a doctor's appointment, or has been approved as a school activity or business on campus is documented).

See FE-R.

LEAVING CAMPUS

For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. The adult person signing the child out must show proof of identification prior to releasing the child. Once the identity is verified, a campus representative will send for the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow anyone other than authorized school personnel to go to the classroom or any other area unescorted to pick up the student. Excessive requests for permission for students to leave early will be monitored by the campus administration and conferences with the parent or guardian will be scheduled to resolve the situation. A student must obtain an early dismissal slip or sign an early dismissal card from the attendance office in accordance with school procedure. Upon the student's return, the student must report to the attendance office to be admitted to class.

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 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/guardian 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 the 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.

Check with your campus regarding whether students are allowed to leave school during lunch and what procedures apply. Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the administrator. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

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 regarding the release from school. The parent or other authorized adult must follow the sign-out procedures as listed above. Under no circumstances, will a child in elementary or middle school student be released unaccompanied by a parent or adult authorized by the parent.

BAD WEATHER

Beginning at 6:00 A.M., listen to local radio and television stations to provide you with information on school closings or late start due to bad weather or visit the YISD website at [YISD Website](#).

LATE START AND EARLY RELEASE DAYS

The individual school will notify parents of isolated cases of a Late Start Day. The individual school will notify parents in case of any isolated changes in dismissal time for an Early Release Day.

CURRICULUM AND INSTRUCTION

BASIC INSTRUCTIONAL PROGRAM

Each district campus will implement curriculum and instruction policies to enable all students to participate actively and successfully in both a foundation curriculum and an enrichment curriculum to acquire the knowledge, skills and competencies established through the Texas Essential Knowledge and Skills for each subject. Instructional focus will reflect district and campus goals.

COURSE CATALOG

The district publishes on the YISD website a Course Code Listing Catalog ("Course Catalog") which is designed to provide information for administrators, counselors, master schedule designers, teachers, and others responsible for providing a program of instruction which meets state and district guidelines. The Course Catalog includes the basic program of instruction, course code descriptions for middle school and course code descriptions for high school. In each of the respective middle and high school sections, links are provided for accessing the latest version of the master course code listing files in PDF format. Course numbers and titles meet the standards required by the Texas Essential Knowledge and Skills. Users are urged to refer to the Course Catalog as an initial step in reviewing policies and requirements related to curriculum and graduation. As changes in state and district policy occur, updates will be made to the online version of the Course Catalog.

COURSES NOT OFFERED AT EVERY CAMPUS

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 counselor about a transfer or other alternatives. If the parents of at least 24 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.

COURSE SELECTION

Each spring, students in grades 7 through 11 will be provided information on course offerings for the next school year and other information that will help them make informed decisions regarding academic, post-secondary and career opportunities. Parents can view a student's course selection online through the Home Access Center or by request after the initial student course selection in the spring. It is a collaborative responsibility of the school counselor, the student and the parent to monitor a student's progress through his/her high school years and verify that all academic course requirements are being met to satisfy district and state mandates for graduation.

SCHEDULE CHANGES

Schedule changes must be completed within the first ten (10) days of school in any given semester. The counselor is the only one to make a schedule change. A student may request to drop an AP class before the end of the first three weeks of school. Students who are failing an AP courses at the end of the first semester may be removed from the course.

CURRICULUM GUIDES AND COURSE OUTLINES

Each AP course will follow a syllabus approved by College Board. Dual credit courses will follow curriculum outlined by El Paso Community College or the Institution of higher education that supports the dual credit class. All other YISD courses will follow a curriculum that has been approved by the district. The Division of Academics is responsible for the selection, distribution, and revision of curriculum materials. High school teachers should provide students a syllabus for the course outlining expectations, key assignments, and deadlines.

STUDY OF RELIGION

The study of history, culture, literature, music, drama, and art may include the study of religion in a manner that is academic and objective, not devotional. Students may choose to include religious elements in their schoolwork, such as papers, presentations, or artwork; however, students' work must fulfill the purpose of the assignment and be evaluated. See Policy EMI.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

All students in full-day Prekindergarten, and Kindergarten-Grade 5 must participate in at least 30 minutes per day or 135 minutes per week of moderate to vigorous physical activity. To the extent practicable, students enrolled in Prekindergarten on less than a full-day basis will participate in the same type and amount of physical activity as a student enrolled in full-day Prekindergarten. Students in Grades 6, 7, or 8 must participate in moderate or vigorous physical activity for at least 30 minutes per day for at least four semesters during those grade levels.

To meet high school graduation requirements, students must complete one credit in physical education from a combination of the following courses: Foundations of Personal Fitness, Adventure/Outdoor Education, Aerobic

Activities and Team or Individual Sports, or through participation in athletics, JROTC, Drill Team, Marching Band or Cheerleading.

If a student is to be excused from participating in his/her physical education class for more than three days due to an injury or illness, a note from a doctor licensed in Texas will be required and kept on file in the office. Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.

Parents have the right to request their child's physical fitness assessment (FITNESSGRAM) results by sending a written request to their child's physical education teacher or the campus physical education coordinator, who will print the FITNESSGRAM report card.

ACADEMIC LANGUAGE PROGRAMS

YISD endorses and supports the research-based model of dual language instruction with the goal of developing full academic literacy in more than one language for both English Learners (ELs) and English speaking students who wish to acquire a second language. Every effort is made to support English Learners (ELs) at all levels of entry into the country, our district, or experiences in a formal instructional setting. The primary purpose of our academic language programs is to enable ELs to become competent in listening, speaking, reading and writing in the English language through the development of literacy and academic skills in the primary language and English. For elementary level students whose primary language is other than English or Spanish, an English as a Second Language (ESL) program is offered through the integrated use of second language acquisition methods. Additionally, the YISD provides academic language programs in languages other than English (LOTE) beginning in elementary as part of our International School Programs and in middle and high schools as part of the dual language model or as an elective credit.

PreK-12 Dual Language Program

The goal is to develop full academic literacy in both English and Spanish and multicultural competency for all participants. Dual Language is open to Spanish-dominant and English-dominant students, although entry after 2nd grade may be limited for non-English Learners (ELs). All students receive literacy development in both English and Spanish. Social Studies is taught in Spanish, and Science is taught in English in PreK through 5th grade. In compliance with state and federal guidelines, language of testing is based on individual student data as reviewed by the campus Language Proficiency Assessment Committee (LPAC). Parents of non-ELs may request program placement by speaking with campus administrators and/or counselors. Student placement is based on the Home Language Survey and language assessment results. A non-ELL student wishing to enter a Dual Language classroom for the first time in 2nd grade and beyond will have his or her records thoroughly reviewed to ensure that he or she is placed in a classroom that will support academic development most effectively. High school dual language students may be eligible for a performance acknowledgement in bilingualism and/or biliteracy upon graduation in alignment with distinguished high school graduation programs of study and state approved pathways.

7- 12 English as a Second Language Program

In middle school, students are served by a certified ESL teacher through their language arts and reading courses and attend mainstream classes. In high school, students are served by a certified ESL teacher in all Language Arts Reading courses, and attend mainstream classes taught by teachers trained in sheltered instruction. Students exit the ESL Program when they meet state requirements as indicated by state assessments, oral language proficiency testing, and a subjective teacher evaluation.

K- 12 Languages Other Than English Program (LOTE)

The goal is development of proficiency in a language other than English. Languages currently taught in the YISD include: Spanish, French, German, Russian, Chinese, Japanese, and American Sign Language. Not all languages are available at all levels nor on every campus.

International Schools

The YISD currently has three campuses that are considered International Schools due to their language programs. Alicia R. Chacon International School offers English, Spanish and the choice of a third language for (Russian, Chinese, German or Japanese) for students in Kindergarten through 8th grade. Eastwood Knolls International School offers English, Spanish and Chinese to students in Kindergarten through 8th grade. Hacienda Heights International School offers English, Spanish, and French as an optional program of instruction to students in kindergarten through 8th grade. Edgemere Elementary currently offers Chinese as a third language up to 6th grade and will continue to add a grade level each year. REL Washington Elementary offers German as their third language up to 6th grade as well and will continue to add additional grade level each year. Both programs will offer the international languages as part of their current dual language program. For further information, contact the Academic Language Programs Department at (915) 434-0760.

FINE ARTS

Fine Arts is a part of the enrichment curriculum under the basic instructional program. The Fine Arts curriculum is aligned with the Texas Essential Knowledge and Skills. All students in grades 5 and 6 will be enrolled in a TEKS-based

fine arts course in music, theatre, or art taught by a teacher certified in the arts content area or with a background of higher education coursework in the arts. Fine Arts students who undertake fundraising for activities must clear fundraising debts on a yearly basis. The Fine Arts Department supports exhibitions, workshops, and the renowned La Galería de la Misión de Senecú. See Student Activities for more information on fine arts competitions and performances.

CAREER AND TECHNICAL EDUCATION

The district offers Career and Technical Education (CTE) programs at high schools as shown below. CTE programs are aligned with Texas state standards including Achieve Texas programs of study and the House Bill 5 endorsements. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills. CTE curriculum is designed to prepare students for further education and careers in current or emerging professions. CTE allows students the opportunity to earn endorsements, distinguished level of achievement, performance acknowledgements, dual credit, articulated credit, and industry certifications.

House Bill 5 endorsements are Arts and Humanities, Business and Industry, Multi-Disciplinary, Public Service, and STEM (Science, Technology, Engineering and Math).

<u>ENDORSEMENTS</u>	<u>HIGH SCHOOLS</u>
Arts and Humanities	All High Schools
Business and Industry (CTE Driven)	Bel Air HS, Del Valle HS, Eastwood HS, Hanks HS, Parkland HS, Riverside HS, Ysleta HS and Valle Verde Early College HS
Multidisciplinary	All High Schools
Public Services (CTE Driven)	Bel Air HS, Del Valle HS, Eastwood HS, Hanks HS, Parkland HS, Riverside HS and Ysleta HS
STEM (CTE Driven)	Bel Air HS, Del Valle HS, Eastwood HS, Hanks HS, Parkland HS, Riverside HS, Ysleta HS and Valle Verde Early College HS

Industry Certifications

A goal of the CTE program is to give students the ability to gain industry-recognized credentials while still in high school. Student certifications are available in all CTE cluster areas. These certifications and/or licenses can provide the student with credentials that will benefit them in obtaining employment in a related field or acceptance into a post-secondary education. Some certifications may be obtained at no cost to the student; some may require the payment of fees by the student.

Work-based Opportunities

Practicum Courses provide opportunities for students to participate in a learning experience that combines classroom instruction with paid and non-paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders.

Career and Technical Student Organizations

CTSOs are integrated into Career and Technical Education programs and courses. CTSOs extend teaching and learning through innovative programs and provide students leadership experiences at the school, state and national levels. CTSOs offer learning experience opportunities with business and community partners. CTSOs offered: BPA, FBLA, FCCLA, DECA, HOSA, Skills USA, TSA, and VEX Robotics.

The Career Center at Riverside High School

The Career Center is open to 11th and 12th grade students. These courses are taught in three-hour blocks (morning or afternoon) at the Riverside High School campus. Programs offered include: Architectural and Engineering, Audio Video Production, Auto Technology, Auto Collision and Refinish, Cosmetology, Construction Technologies (electrical trades), Construction Management, Culinary Arts, Diesel Technology, Electrical Technologies and Welding.

Non-Discrimination

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. The district will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

GIFTED AND TALENTED PROGRAM

The Gifted and Talented (GT) program provides an array of differentiated learning opportunities. Identified students are served through inclusion in the regular classroom, cluster grouping, and through outside learning experiences. Students are provided learning opportunities specifically designed for gifted students in the four core content areas (math, science, social studies, and language arts) and develop their research and leadership skills through projects and performances in their area(s) of strength. Students will be exposed to these types of learning experiences through the Texas Performance Standards Project (TPSP), as defined by the Texas Education Agency (TEA). The TPSP provides a coherent package of standards, curriculum and assessments for use in G/T programs from kindergarten through high school. It provides resources for G/T teachers and students that allow students to create professional quality work in alignment with the Texas State Plan for the Education of Gifted/Talented Students.

In the elementary setting, students that are identified as gifted are served in the regular classroom setting, with activities specifically developed for gifted students in the four core content areas (mathematics, science, social studies, and language arts) and made a part of the curriculum. In addition to differentiation within the classroom, elementary students will also create products that are aligned to the Texas State Plan for the Education of Gifted and Talented Students. In the secondary setting, identified G/T students are served in their area of strength as exhibited through testing results. These students may receive differentiation through the regular classroom, Pre-AP and AP classes, dual credit, and/or independent studies through the TPSP. All identified G/T students will be placed on the Distinguished Achievement Graduation Plan, unless otherwise noted.

Selection of students

All Kindergarten students are pre-screened in the fall through the development of a portfolio of activities before nomination for assessment occurs. In grades 1-12, students may be nominated for consideration for the gifted and talented program by parents, teachers, administrators, counselors or other interested individuals. In addition, students in grades 7-12 can recommend themselves or be recommended by a peer. A campus selection committee reviews all of the data collected and identifies eligible students meeting certain criteria.

Written parental consent shall be obtained before any special testing or individual assessment is conducted. Eligible students who transfer within the district are automatically placed in the campus program. Students whose placement is not recommended, may be eligible for reassessment the following calendar year. For more information, contact the G/T coordinator at your school.

SPECIALIZED PROGRAMS AND ACADEMIES

Several campuses have specialized programs providing a hands-on approach to teaching and learning, and to instruction in engineering, health field, science, technology, academic language, and business. For more information, contact your school counselor.

OPPORTUNITIES FOR ADVANCED INSTRUCTION AT MIDDLE SCHOOL AND HIGH SCHOOL

See Policy EHDD and EHDD-R.

Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP)

Pre-AP/AP classes are offered beginning in middle school through high school. The AP courses are taught according to the College Board's guidelines and incorporate differentiated strategies to meet the diverse needs of the highly capable student, willing to accept the challenge of a rigorous curriculum. Students have the opportunity to earn college credit if they receive a qualifying score on the AP exam for the respective AP course they are enrolled in. College credit for AP qualifying scores is not guaranteed by YISD and is at the discretion of the receiving university.

Dual Credit

Dual credit courses offered at YISD high schools allow students to earn both high school and college credit for the course(s) they take. Courses are those taken by a student through an accredited community college or university through a dual credit program approved by the Texas Higher Education Coordinating Board. Teachers are credentialed through the college or university system and use the college syllabus. Courses taken under this option may count toward high school graduation, and the grade is averaged into the high school GPA.

Dual Enrollment

Dual enrollment courses offered through this model use a hybrid delivery approach for students to meet rigorous university-level college readiness standards and have the opportunity to earn University of Texas at Austin credit from a UT faculty member and high school credit from their local teacher. All UT OnRamps Dual Enrollment courses can be applied to the Texas Common Core and are guaranteed to transfer to any public institution in Texas. Teachers are required to attend training at the University of Texas at Austin and coordinate instruction with the UT faculty member. Courses taken under this option may count toward high school graduation and the high school grade is averaged into the high school GPA. At the completion of the course, students will be given the option to accept or decline the college credit.

Early College High Schools and Other Degree or Certification Programs

Early College High Schools offer students the opportunity to earn an Associate's Degree from El Paso Community College (EPCC) while completing high school. Valle Verde Early College High School is a special high school campus located on the EPCC Valle Verde Campus. Students apply for admission during spring of 8th grade. Enrollment is limited. Early College High School programs are also offered at Parkland Early College High School, J.M. Hanks Early College High School, and Ysleta High School Early College Academy. Other Associate's Degree or certification programs include Del Valle High School Multinational Business Academy and the P-TECH Academy at Riverside High School Career Center. For more information, contact your school counselor.

Junior Scholars Program

Junior Scholars Program is an opportunity for students to enroll in courses for dual credit through UTEP. Students wishing to participate in this program must have a composite SAT score of 1,030 or better, or a minimum ACT composite of 22. Entering freshmen must take the TSI or THEA (Education Majors only), which are available through the UTEP Testing Center, Education Building, Suite 210. For more information about this program contact Junior Scholars Program Honor House at (915)747-5858. For information about testing, call (915) 747-5009. Junior Scholars must pay for tuition, textbooks, course materials, and registration fees. Once a student is accepted to the program, all UTEP tuition and fees apply and must be paid by the student.

Credit by Examination (CBE)

Opportunities that enable students to challenge a grade or course by taking a CBE without prior instruction and receive credit when they meet approved scoring requirements. See Promotion and Graduation.

Texas Virtual School Network

Enrollment in a regular, AP or dual credit course may be available through the Texas Virtual School Network if the course is part of the graduation plan and not available at the campus. For more information, contact your school counselor.

Achievement Via Individual Determination "AVID" College Readiness Program

AVID is a college readiness program with a regularly scheduled elective class for students in grades 6-12 who are capable of a college preparatory path, but are not realizing their full potential academically. The ultimate goal is to move capable students into more rigorous coursework leading to four-year college enrollment and readiness. Check with your child's school for participation.

Please note 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.

INTERSESSION PROGRAM

Instruction may be held at certain schools during the "Intersession" breaks in the fall and spring as shown on the instructional calendar. Opportunities may be offered for students to gain additional knowledge and skills through remediation, special tutoring, and academic enrichment classes. Intersession classes will be strongly encouraged for students who need additional instruction based on academic performance. Details of the Intersession program will be provided by your school in the fall and spring.

SUMMER PROGRAM

Summer school may be held at certain campuses, but will be open to students from other campuses as well. The summer program can serve as a bridge for the continuation of student learning between academic school years. Opportunities may be offered for students to gain additional knowledge and skills through acceleration, remediation, and academic enrichment classes. Other learning opportunities such as band and orchestra camps, PSAT or ACT academies and athletic/sports camps may also be available to eligible students. Summer school MAY BE REQUIRED for some students based on academic performance. Details of the district's summer program will be provided on the district's web site during the spring of each school year.

SPECIAL EDUCATION

Special Education programs are available for students with disabilities. Services are available in a variety of special education instructional settings with related services provided as necessary. The related services available may include but are not limited to speech therapy, occupational therapy, physical therapy, psychological services, music therapy, and transportation. The Admission, Review, and Dismissal (ARD) Committee (comprised of students' parents, teachers, administrator, and assessment personnel) will determine eligibility for special education services and related services. If you suspect that your child has a disability, contact your campus and ask to speak to the campus referral coordinator. See Special Services.

OUTREACH PROGRAMS

YISD provides specialized outreach programs including for students who have dropped out of school and wish to return to earn their diploma, students who are behind in credits and do not choose a traditional school setting, students in an

alternative setting for disciplinary reasons, and adults over age 18 seeking their GED. For more information, contact the campus counselor or the Phoenix Project Coordinator at Plato Academy (915) 434-0751.

TEXTBOOKS, INSTRUCTIONAL MATERIALS AND TECHNOLOGY

Each student is responsible for returning all instructional materials and any technological equipment in an acceptable condition. Marking or writing in textbooks/instructional materials or otherwise damaging or mutilating them is forbidden. Students will be penalized and fined for such abuse. A student who damages a textbook/instructional material/technology so that it can no longer be used will be charged the full replacement price. These rules do not apply to those books issued as an expendable/consumable. Every school-issued textbook/instructional material/technology has a barcode on it. This number is kept on the school's computer system or TIP WEB, as a master record. Barcode numbers should be recorded by the parent to assist in identifying any textbook/instructional material/technology misplaced by the student.

Technology is an essential learning tool in our world. Mobile devices at targeted grades (3-10) will be checked out to students for instructional use and support. A signed parent/guardian agreement will not be necessary. Responsibility is outlined in TEC 31.104 (full replacement financial value in case of loss/theft or damage beyond repair. Student (parent/guardian) is responsible for filing a police report for lost or stolen device(s) and providing campus with a hard copy of the document.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home. For a course requiring graphing calculators, the district will issue a graphing calculator for student use.

PROMOTION AND GRADUATION

REQUIREMENTS FOR PROMOTION [Policy EIE]

Pre-K and Kindergarten

Pre-kindergarten students will be promoted to the next grade level due to the voluntary status of enrollment. Kindergarten students will be promoted to the next grade level unless a grade placement committee (GPC) determines that the student would significantly benefit from retention and the parent approves of the retention.

Elementary School

In grades 1 - 5 or 1-6 when sixth grade is included in an elementary school campus, promotion to the next grade level will be based on an overall average of 70 or above on grade-level standards (essential knowledge and skills). In addition, a student will have a yearly average of 70 or higher in both language arts and mathematics, and a combined yearly average of 70 or higher in language arts, mathematics, science, and social studies. The determination of promotion or retention will be made by the Grade Placement Committee (GPC) with recommendations from the teacher and following district guidelines and state law.

Middle School

In grades 7 – 8 or 6 – 8 when sixth grade is included in a middle school or K-8 campus, promotion to the next grade level shall be based on an overall grade average of 70 or above for the year and in course-level standards (essential knowledge and skills) for all subject areas. In addition, a student shall attain an average of 70 or above in three of the following subjects: Language arts or ESOL (including reading improvement, if required), Mathematics, Social Studies, Science.

High School

Grade-level advancement for students in grades 9-12 will be based on the total number of credits awarded and time in high school. Changes in grade-level classification will normally be made at the beginning of the fall semester, with some exceptions for potential seniors (see EIE-Reg). Credit may be awarded for courses taken prior to grades 9-12, as shown on the student's transcript.

Freshman (9 th)	0 – 5.5 credits
Sophomores (10 th)	A minimum of 6 credits and the completion of at least one year of high school
Junior (11 th)	A minimum of 12 credits and the completion of at least two years of high school
Senior (12 th)	A minimum of 18 credits and has successfully completed three years of high school. Exceptions may apply for out-of-state transfer students.

A course may be considered completed and credit may be awarded if the student has shown academic achievement and demonstrated proficiency by meeting standard requirements of the course [See EI].

Special Education Students, Grades PK – 12

Promotion standards, as established by the individual education plan (IEP), or grade-level classification of students eligible for special education shall be determined by the ARD committee.

GRADE ADVANCEMENT TESTING GRADES 5 AND 8

In addition to local standards for academic achievement, demonstrated proficiency, and promotion, students in grades 5 and 8 must meet the passing standard on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade. [This Grade Advancement Testing Requirement is known as the "Student Success Initiative."]

A parent may appeal the retention of a student who fails to demonstrate proficiency after the third testing opportunity. The school will convene a Grade Placement Committee (GPC) to determine whether the student is likely to perform on grade level if given additional accelerated instruction during the following school year. The student shall not be promoted unless the GPC unanimously agrees and the student has completed all accelerated instruction required to date. Whether the GPC decides to promote or retain a student, the GPC will develop an accelerated instruction plan for the student for the following school year, including interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan. A GPC shall also be convened and a plan developed for a student who transfers into the district having failed to demonstrate proficiency after the second testing.

Certain students—some with disabilities and some classified as English 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.

SKIPPING A GRADE LEVEL

A student in grades 1-5 may skip one grade level if the student scores 80 or higher on a criterion-referenced test for the grade level to be skipped in each of language arts, math, science, and social studies, a district representative recommends skipping the grade level, and the student's parent or guardian gives written approval. Under certain criteria, a child may be allowed to be assigned initially to grade 1 rather than kindergarten. See EHDC (LOCAL).

CREDIT BY EXAMINATION (CBE) WITHOUT PRIOR INSTRUCTION

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. For further information, see policy EHDC.

For a student in grades 6 – 12, 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 of the scheduled exams for the 2019-2020 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 who is homeless 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. 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. 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.

A student in grades 1 – 5 will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

CREDIT BY EXAMINATION (CBE) WITH PRIOR INSTRUCTION

The district offers the opportunity for CBE credit to a student in grades 6-12 when the student has had some prior instruction in an academic subject and either 1) the student is enrolling in the district from a nonaccredited school; 2) the student has taken a course and received a failing grade of at least 60, or 3) the student has earned a passing grade in a subject or course, has at least 67% attendance, but has failed to earn credit because of excessive absences. Prior to the exam, the district will review the student's educational records to determine whether the student has had prior instruction in the subject or course. The student will receive credit if the student scores 70 or above on the criterion-referenced examination. When such credit is awarded, the district will enter the exam score on the student's transcript as a replacement for the original grade.

PROCEDURE FOR CREDIT BY EXAMINATION

The exams offered by the district are approved by the district's board of trustees. The district will provide at least four opportunities annually for CBE, including cost-free options. The district may restrict when a student can take more than one CBE exam. The dates on which exams are scheduled will be published on the district's website. Counselors will announce the CBE schedule, collect YISD registration forms (parent signature is needed), provide students with review sheets at least two weeks before the test dates, and administer the examinations on the scheduled dates. Registration forms will specify the required passing grade. When the required passing grade is earned, the score will be entered as the numerical grade on the student's transcript and will count for GPA and class rank. For more information, contact your school guidance counselor.

ONLINE/ DISTANCE LEARNING COURSES

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies such as online and video-conferencing.

The Texas Virtual School Network (TXVSN) has been established as a method of earning credit online. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation. Students may obtain regular, AP, and dual credit via the Texas Virtual School Network. Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take

the corresponding EOC assessment and the requirements related to the incorporation of the EOC score into the student's final course grade and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction.

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 school principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course. Additional information is available in Policy EHDE (LEGAL), EHDE (LOCAL), and Regulation EHDE-R.

NON-ACCREDITED AND HOME-SCHOOLS FOR CREDIT ACCELERATION OR CREDIT RECOVERY

Students wishing to enroll in a non-accredited public, private, parochial, or home-school for credit acceleration or credit recovery, **must submit a letter of interest in writing to the counselor and campus administrator, for prior approval.** The letter must include the name, address, phone number, and contact person for the student; the name, address, phone number, and contact person for the agency/school; the name of the course(s), a statement of why the student wants to earn credit through the agency/school, and the parent's signature. Helpful information in determining approval or non-approval for the course are state accreditation of the agency/school, certification of teacher, length of program, agency/school providing the course work, and any information on the Texas Essential Knowledge and Skills (TEKS) for that specific course. The campus administrator and counselor will review the request.

TRANSFER OF CREDITS FROM OTHER SCHOOLS AND HOME-SCHOOLS

From Accredited Texas School

The district **will accept** all credits earned toward state graduation requirements by students in an **accredited Texas school district**, including credits earned in accredited summer school programs. Credits earned in local credit courses may be transferred at the district's discretion.

From other schools

Students entering a YISD school from a non-accredited public, private, or parochial school, including home-schools, will initially be placed at the discretion of the principal, pending observation and/or documentation review by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

- Scores on achievement tests, which may be administered by appropriate district personnel
- Recommendation of the sending school
- Academic record
- Chronological age and social/emotional development of the student
- Other criteria deemed appropriate by the principal.

The district validates high school credit for courses of transfer students from non-accredited public, private, or parochial schools through testing or by other evidence that the courses meet Texas State Board requirements and standards. Records and transcripts from Texas nonpublic schools or from out of state or out of the country (including foreign exchange students) will be evaluated, and students shall be placed promptly in appropriate classes.

STATE-MANDATED TESTS

Under changes to the Texas Education Code made in 2009, the TAKS (Texas Assessment of Knowledge and Skills) is being replaced by the new State of Texas Assessments of Academic Readiness (STAAR). STAAR is a more rigorous assessment program that can measure student progress from grade to grade and course to course as well as toward advanced-course and college readiness. All state assessments will continue to be based on the Texas Essential Knowledge and Skills (TEKS).

Further changes to state assessments were made by the Texas Legislature in 2013, and if applicable to the 2018-2019 school year are generally described in this Handbook. The Texas Education Agency has been making rules and policies to implement these changes. Please keep informed of requirements for assessment that may apply to you by checking notices provided by your school or posted on the YISD web site.

STAAR for students in grades 3–8

In addition to exams and other measures of achievement, students at certain grade levels will take the STAAR in the following subjects:

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

Successful performance on the reading assessments in grades 5 and 8 is required by law. If a student in grade 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 that requires 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 **Promotion and Graduation** sections 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 only available for eligible students in 3rd – 5th grade for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

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

- Algebra I
- English I, English II (combined reading and writing)
- Biology
- United States History

With limited exceptions, satisfactory performance on the applicable assessments will be required for graduation. There are three testing windows during the year in which a student may take an EOC assessment, which occur during the fall, spring, and summer months.

For a student in the Special Education program, the student's ARD committee shall determine the type of assessment to be administered, credit decisions, and graduation requirements.

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 **Promotion and Graduation** and **Grading** sections for additional information.

ACCELERATED INSTRUCTION

If a student in grades 3-8 fails to pass a state mandated assessment, the student will be provided accelerated instruction in accordance with state law. Each district is required to provide accelerated instruction to a student enrolled in the district who has taken the secondary exit-level or end-of-course assessment instrument and has not performed satisfactorily or who is at risk of dropping out of school. See Texas Education Code §29.081. This may require the student to attend before or after normal school hours or outside the normal school year.

HIGH SCHOOL GRADUATION REQUIREMENTS

To receive a high school diploma, a student must complete the requirements for graduation as required by Texas law. In addition, a student must complete certain courses and certain college preparation activities as required by the district. A student can receive only one diploma.

REQUIRED CURRICULUM

Students who entered high school before the 2014-2015 school year must successfully complete a state-approved program of study from the Minimum High School Program, Recommended High School Program, or Distinguished Achievement Program (DAP), and they must meet the passing standard in all subject areas of the exit-level STAAR exams. Under special circumstances, a student who entered high school before the 2014-2015 school year may graduate by completing requirements from the Foundation High School Program. If you entered 9th grade in 2013-2014 or before, please contact your guidance counselor for graduation requirements.

Students who enter high school beginning in the 2014–2015 school year and thereafter must successfully complete the **YISD Graduation Plan – Distinguished Level of Achievement (DLA)**, which includes earning a minimum of one Endorsement and meeting the passing standard in required End-of-Course exams. Where special circumstances apply, a student may be eligible to graduate under the Texas Foundation Plan. Contact your guidance counselor for more information on the Texas Foundation Plan. **See chart at end of this section.**

A student will be permitted to satisfy the curriculum requirements for graduation under the foundation program with the

distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

END-OF-COURSE PERFORMANCE

Beginning with students who entered grade 9 in the 2011–2012 school year, each student will be required to achieve certain scores on the applicable EOC assessments to graduate, depending on the graduation program in which the student is enrolled. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments and 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. Under certain circumstances, a student may satisfy the requirement for certain EOC assessments through qualifying scores on the TSI (college entry) assessment. 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 EIF (LEGAL).

ENDORSEMENTS

An Endorsement is an area of concentrated study in high school tied to a career. As a graduation requirement, a student is required to take courses that meet the requirements for a minimum of one Endorsement. The five Endorsements offered are: Arts & Humanities, Business & Industry, Public Services, Science, Technology, Engineering, & Mathematics (STEM), and Multidisciplinary Studies. By the end of 8th grade, all students will select their initial Endorsement with parent approval. A student may change his or her Endorsement early in high school. Middle and high schools will provide students and parents with more detailed information about Endorsements. See your school counselor for more information or questions.

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

State law (19 Tex. Admin. Code §89.1070) sets the graduation requirements for students with disabilities. Students and parents should consult the Special Education Department for applicable requirements as these issues are discussed at the ARD meeting. Under Policy FMH (LEGAL) and Education Code 28.025(f), the District shall issue a certificate of attendance to a student who receives special education services and who has completed four years of high school but has not completed the student's individualized education program. The District shall allow a student who receives a certificate of attendance to participate in a graduation ceremony with students receiving high school diplomas. A student may participate in only one graduation ceremony under this provision. This provision does not preclude a student from receiving a diploma if the student successfully completes an IEP.

For students entering 9th grade beginning in 2014-2015 and beyond, a student who, due to a disability, is unable to complete two credits in Languages Other Than English (LOTE) in the same language will be allowed to substitute two credits in English Language Arts, mathematics, science, or social studies, or two credits in CTE or technology applications to satisfy the LOTE credit requirements. Please consult with the campus guidance counselor to ensure proper LOTE course substitutions are made.

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

PERFORMANCE ACKNOWLEDGEMENTS

A student may earn a performance acknowledgement on the student's transcript for outstanding performance in earning dual credit, in bilingualism and biliteracy, on a College Board Advanced Placement test or International Baccalaureate examination, on certain college readiness or college admission examinations; or on earning a recognized business or industry certification or license. See EIF (LEGAL).

BILINGUALISM AND BILITERACY PERFORMANCE ACKNOWLEDGEMENT (DUAL LANGUAGE HONORS)

A student may earn a performance acknowledgement on the student's transcript for outstanding performance in bilingualism and biliteracy. A high school senior student may receive the Bilingualism and Biliteracy Performance Acknowledgement (Dual Language Honors) for completing a minimum of 6 credits in dual language high school courses in combination with advanced Spanish LOTE (languages other than English) courses. Also, the student must maintain a grade of 80 or better in English Language Arts and Spanish Language Arts courses.

NOTATION ON STUDENT TRANSCRIPT

Each student's official transcript indicates a student's courses and credits earned, performance on a state assessment, including end-of-course, whether the student earned a certificate of completion in lieu of graduation, and whether in

graduating the student earned a distinguished level of achievement, any endorsements, and/or any performance acknowledgements.

COLLEGE PREPARATION TESTING AND APPLICATION

To prepare for college, the district requires students to take the Preliminary Scholastic Aptitude Test (PSAT) not later than the October test date of their junior year. All students are strongly encouraged to take the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) Assessment Test during the spring of their junior year. Each student must complete a minimum of one application to a post-secondary institution prior to graduation. Policy EIF (LOCAL).

PERSONAL GRADUATION PLAN

A campus guidance counselor will develop a personal graduation plan for each 8th grade student in middle school. All Personal Graduation Plans (PGPs) will be completed by the end of the second semester of a student's 9th grade year. A personal graduation plan under this section must include:

- a student-selected endorsement, in writing;
- a parent or guardian and student signature acknowledging participation in and approval of the student's endorsement selection; and
- college and workforce readiness opportunities (pathways, certifications, and/or licensures) for all students.

GRADUATION CEREMONIES AND ACTIVITIES

Eligibility to Participate

To participate in graduation ceremonies, graduating seniors must have successfully completed a state-approved program of study and they must have met all applicable state testing requirements. A student can participate only once in graduation ceremonies.

Community Service Hours

Students must have a minimum of 80 hours of volunteer service in order to participate in graduation ceremonies. It is recommended that students earn a minimum of 20 volunteer service hours per year. See FMH (LOCAL), FMH-R, and FMH-R Exhibits for additional information and resources.

Loss of Privilege to Participate in Graduation Ceremony

Graduating seniors who are sent to a DAEP for a mandatory placement or who are expelled to a JJAEP during the last nine weeks of the year will not be allowed to participate in graduation activities.

Conduct at Ceremony

Graduation ceremonies are a celebration of the accomplishments of the senior class. We ask all parents, relatives and friends of the senior class to honor them by not creating distractions that deter from this joyous occasion. Noise makers, beach balls, and other items which may disrupt the ceremony are prohibited from the arena.

Seniors are expected to wear the traditional cap and gown signifying successful completion of all requirements for graduation. Information on school-sponsored activities at graduation and requirements for participation in graduation exercises may be obtained from your school's principal or the student activities director.

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. Beginning in fall 2013, all Texas public colleges and universities will begin administering a new TSI assessment, which will assist as one of several factors in determining whether the student is considered ready to enroll in college-level courses or whether the student needs to enroll in what is termed developmental education courses prior to enrollment in college level courses. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID

For two school years following his or her graduation, a district student who graduates as valedictorian or 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. See EIF (LEGAL).

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 of Texas at Austin during the summer or fall 2020 terms or spring 2021 term, the university will admit the valedictorian or the top six 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. See [UT Austin Automatic Admissions](#).

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.

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the counselor for further information about automatic admissions, the application process, and deadlines. See also Policy EIC (LOCAL) for information specifically related to how the district calculates a student's rank in class.

SCHOLARSHIPS AND GRANTS

There are various opportunities available for scholarships and grants based on merit and/or financial need. Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Contact the counselor for information about other grants and scholarships available for students. Scholarship information can also be found at [Graduation and Career Readiness / Scholarships](#)

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. Each student in grades 10 – 12 and their parent will be provided notice of the date, time, and location of the test administration. Please contact the principal for information about this opportunity.

GRADUATION REQUIREMENTS

Ysleta Graduation Plan – Distinguished Level – eligible for top 10% Automatic Admission**

English

Four credits to include:

- English I
- English II
- English III
- Advanced English to include ONE of the following:
 - English IV
 - Independent Study in English
 - Literary Genres
 - Creative Writing
 - Research and Technical Writing
 - Humanities
 - Public Speaking III
 - Communication Application (must be combined with another half credit from this list)
 - Oral Interpretation III
 - Debate III
 - Independent Study in Speech
 - Independent Study in Journalism
 - Advanced Broadcast Journalism III
 - Advanced Journalism: Newspaper III
 - Advanced Journalism: Yearbook III
 - AP English Literature & Composition
 - Business English
 - English IV Dual Credit
 - College Preparatory English Language Arts

Mathematics

Four credits to include:

- Algebra I
- Geometry
- Algebra II

The fourth Advanced Math will meet the criteria to earn an endorsement and may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry:

- Mathematical Models with Applications
- Precalculus
- Advanced Quantitative Reasoning
- Independent Study in Mathematics
- AP Statistics
- AP Calculus AB
- AP Calculus BC
- AP Computer Science A
- Engineering Mathematics
- Statistics and Business Decision Making
- Algebraic Reasoning
- Statistics
- Digital Electronics
- Financial Mathematics
- Accounting II
- Robotics II
- Mathematics for Medical Professionals
- College Preparatory Mathematics

Science

Four credits to include:

1st Science credit:

- Biology
- AP Biology

2nd Science credit.

- Integrated Physics and Chemistry
- Chemistry

- Physics
- Principles of Technology
- AP Chemistry
- AP Physics 1: Algebra-Based

3rd Science credit. Additional Advanced Science to include any full credit or a combination of two half credits from two different courses, subject to prerequisite requirements from the following courses:

- Chemistry
- Physics*
- Astronomy
- Earth and Space Science
- Environmental Systems
- AP Chemistry
- AP Physics 1: Algebra-Based
- AP Physics 2: Algebra-Based
- AP Environmental Science
- Anatomy and Physiology
- Medical Microbiology
- Pathophysiology
- Food Science
- Forensic Science
- Advanced Animal Science
- Biotechnology I
- Biotechnology II
- Principles Of Technology*
- Scientific Research and Design
- Advanced Plant and Soil Science
- Engineering Design and Problem Solving
- Engineering Science

4th Science credit. The fourth Advanced Science will meet the criteria to earn an endorsement and may be selected from any full credit or a combination of two half credits from two different courses, subject to prerequisite requirements from the following courses:

- Chemistry
- Physics*
- Astronomy
- Earth and Space Science
- Environmental Systems
- AP Chemistry
- AP Physics 1: Algebra-Based
- AP Physics 2: Algebra-Based
- AP Environmental Science
- Anatomy and Physiology
- Medical Microbiology
- Pathophysiology
- Food Science
- Forensic Science
- Advanced Animal Science
- Biotechnology I
- Biotechnology II
- Principles Of Technology*
- Scientific Research and Design
- Advanced Plant and Soil Science
- Engineering Design and Problem Solving
- Engineering Science

*Credit may not be earned for both physics and Principles of Technology to satisfy science credit requirements §TAC 74.13 (e)(5)(X).

Social Studies

Four Credits to include:

- World History
- World Geography
- AP World History
- U.S. History
- U.S. Government (one-half credit)
- Economics (one-half credit)

Languages Other Than English

Two credits to include:

- Any two levels in the same language; or
- Computer programming languages, including computer coding, to be selected from Computer Science I, II, III, or AP Computer Science A.

Physical Education

One credit. Credit may be earned from any combination of the following one-half to one credit courses:

- Foundations of Personal Fitness
- Adventure/Outdoor Education
- Aerobic Activities
- Team or Individual Sports

In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities:

- Athletics (up to 4 credits)
- JROTC (up to 4 credits)
- Approved private/commercially-sponsored physical activity programs (up to 4 credits)
- Drill Team (up to 1 credit)
- Marching Band (up to 1 credit)
- Cheerleading (up to 1 credit)

All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.

Health

One-half credit.

Speech

One-half credit

- Communications Applications or
- Professional Communications (CTE)

Fine Arts

One credit from any of the following:

- Art
- Dance
- Music
- Theatre
- Technical Theatre
- Principles & Elements of Floral Design (CTE)

Elective Courses

Five credits.

Advanced Placement, International Baccalaureate, and college-level concurrent or dual enrollment courses may be substituted for requirements. For a complete list of course options, see 19 TAC, chapter 74, Curriculum Requirements.

Distinguished Level of Achievement is earned by a student after successful completion of the following:

A total of four credits in mathematics, which must include Algebra II; A total of four credits in science; The remaining curriculum requirements; The curriculum requirements for at least one endorsement.

Check with the University/College for admission requirements.

Performance Acknowledgement may be earned upon completion of the Distinguished Level of Achievement and for an outstanding performance in the following areas: Dual Credit Courses, Bilingualism and Biliteracy, AP Exams, PSAT, ACT, or SAT, Earning a nationally or internationally recognized business or industry certification or license.

For Transfer Students:

Students who transfer into YISD during their Junior or Senior years with insufficient time to complete credits for the Distinguish Level of Achievement diploma may graduate under the Texas Foundation Plan.

For Students With Disabilities:

Changes to the graduation plan or education plan of a student with disabilities must be addressed at an ARD Committee meeting. If you have any questions or concerns regarding students with disabilities, please contact the Special Education Department at 434-0900.

GRADING

See Policies and Regulations at EIA and EIB.

GRADING GUIDELINES

Each campus or instructional level has developed guidelines for teachers to follow in determining grades for students. These guidelines ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to keep parents apprised of fluctuations in academic progress and to support the grade average assigned. Grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. The teacher may allow a student to make up or redo a class assignment or examination for which the student received a failing grade. If the teacher allows a make-up or redo, the teacher shall permit a student on opportunity to redo such assignment or retake such test within five school days after the failing grade was received or no later than ten days of the date of the test. The student's scores shall be averaged and recorded in the grade book as one grade. See Reg. EIA-R for how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist or required skills, etc).

Current grades will be reported to parents through grade reports, progress reports, parent conferences, and/or the use of the district electronic parent reporting system. Parent-teacher conferences will be scheduled on the district calendar. In addition, conferences may be requested by a teacher or parent as needed.

GRADING PERIODS

Grading periods are 9 weeks long and begin and end as shown on the district calendar. Teachers enter grades for assignments, homework, tests and exams into the Performance Recording System. These grades are weighted according to grading guidelines and averaged to reach a course or subject grade for the grading period. These grades will be entered into the student's Academic Achievement Record (transcript). An end-of-year grade will be computed for each subject by averaging all reporting period grades, and will be entered on the student Academic Achievement Record.

PROGRESS REPORTS AND REPORT CARDS

Progress reports are intended to inform parents of student progress. Progress reports will be issued for all students twice during a nine-week grading period. Supplemental reports may be issued at the teacher's discretion. Report cards are issued at the end of each grading period. For elementary and middle schools, report cards will be sent home with students. For high schools, report cards will be mailed to the student's parent at the home address. The parent is required to sign and return the report card to the school, except for the last grading period of the year.

PASSING GRADE

For students in grade 1–12, attainment of the established achievement level of the assessment system in use or a grade average of 70 or higher is necessary for passing a course or subject area. For a 2-semester course taken within the district within the same school year, the grades for the two semesters will be combined and if the combined grades is 140 or higher, the student will receive credit for both semesters. Otherwise a student will receive credit only for the semester in which the student earned a grade of 70 or higher. See EI (LOCAL) and district Regulations for more information.

GRADES FOR BEHAVIOR OR CONDUCT

Student punctuality and behavior shall be reflected in the conduct grade, not the academic or subject area grade.

GRADE POINT AVERAGE (GPA)

A student's grade point average (GPA) will be calculated for each semester by averaging the student's semester grade for each course for which a student receives state credit. Only authorized district personnel will calculate a student's GPA and enter it on the student's academic achievement record.

GPA WEIGHTED POINTS (Policy EIC Local)

Grade point average (GPA) weighted points will be awarded for Advanced Placement, Pre-AP, Dual Credit, and Dual Enrolment courses based on course grade average, examination taken, and examination score, according to Policy EIF (Local). Contact the school counselor for more information.

INCOMPLETE GRADES

A student receiving an "incomplete" grade for a reporting period must convert the incomplete grade to an earned grade within the next reporting period or prior to the beginning of the next school year if it occurs during the last reporting period of the year. This requirement may be waived at the discretion of the Superintendent or designee.

Student participants in UIL who have an “incomplete” grade due to an excused absence will be given up to a seven-day grace period to make up work. The student will be considered “ineligible” at the end of the seven-day grace period unless the “Incomplete” has been replaced with a passing grade.

MAKE-UP FOR MISSED WORK

If absences are excused, students who are absent will have a reasonable amount of time to make up missed work as determined by the criteria established by the campus Attendance Committee. For transfer students who enroll in a class late, there may or may not be an opportunity to make up missed work.

GRADING DESPITE CREDIT LOSS

Students in grades K-12 who have lost credit or will not be promoted due to violation of the 90% rule (Policy FEC) must continue to attend school and perform course work in order to be eligible for credit restoration. Further, academic work will still be graded and grades recorded for the reporting period. The course grade will still be included in the student's overall grade point average, even though no credit has been awarded for a course/grade level due to excessive absences. Refer to Policy FEC for credit redemption options.

ALTERNATIVE SCHOOL GRADING PROCEDURES

Teachers in the alternative school (school/community guidance center) will follow the Texas Essential Knowledge and Skills and district approved grading procedures. Grades from that campus will be accepted in the same way that transfer grades from any accredited school are accepted.

SPECIAL PROGRAM STUDENTS

Appropriate assessment guidelines are available for use with identified students with disabilities in the **Special Education Procedures Manual**, section 8.51 under student achievement. The assessment guidelines for limited English proficient students are the same as those for non-limited English proficient students.

TRANSFER STUDENTS

If a student transfers into the school from another school in the district or from another accredited school, the grades-in-progress from the sending school will be used to calculate the student's reporting period, or yearly grade/progress as appropriate.

CLASS RANKING

Calculation of grade point average, determination of class rankings, designation of the top ten academic students, the top ten percent of the graduating class, and the identification of the valedictorian and salutatorian will be done as follows:

- Class rank is computed for students who have successfully completed one of the Texas graduation plans and local graduation requirements, including satisfactory performance on the exit-level EOC or STAAR exams.
- Only courses eligible for state credit determine class rank.
- Class rank is absolute upon the posting of final grades for each semester average of high school attendance.
- Once rankings are established, a school administrator notifies the top ten students and the top ten percent of the graduating class. These students are recognized at graduation.

The determination of class rank for purposes of automatic admission to public universities in Texas shall be done strictly on the basis of GPA, in accordance with law. Admission to a university does not guarantee acceptance into a particular program of study or academic department. (Refer to: College for all Texans: Top 10% Rule). See EIC (LEGAL/Local).

HONOR ROLL

Eligibility for Honor Roll identification will be based on academic performance, citizenship, and conduct/assertive discipline. See EID-R. Honor Roll criteria include:

Grades Pre-Kindergarten – Kindergarten

Individual schools and/or classroom teachers are encouraged to develop mechanisms to recognize the academic achievements and good citizenship of students in these grades.

Grades 1-6

High Honor Roll. 90 or higher in each of the following: Reading, Language Skills, Mathematics, Science, Social Studies.

Honor Roll. 80 or higher in each of the following: Reading, Language Skills, Mathematics, Science, Social Studies. Any student receiving a “U” in citizenship will be ineligible for High Honor Roll or Honor Roll.

Grades 7-12

High Honor Roll. Nine-weeks or semester average of at least 90 in each subject/course with no grade less than 80 in any “honors” course.

Honor Roll. Nine-weeks or semester average of at least 80 in each subject/course with no grade less than 75 in any “honors” course.

STUDENT ACTIVITIES

EXTRACURRICULAR ACADEMIC PROGRAMS AND UIL

Interested students are encouraged to participate in extracurricular activities (University Interscholastic League [UIL] and non-UIL). Competitions occur in academic, athletic and fine arts events at elementary, middle, and high school levels. These programs and competitions are diversified, allowing students the opportunity to realize their full potential relative to growth and development.

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

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 at <https://www.uil-texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity upon request. To report a complaint or 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.

ELIGIBILITY FOR EXTRACURRICULAR PARTICIPATION

In order to be eligible to participate in any extracurricular activity during a grading period following the initial six weeks period of a school year, a student must have an average of 70 or above in any general course and be in compliance with all other eligibility requirements. See <http://www.uil-texas.org/files/tea-uil-side-by-side-15-16.pdf>

All incomplete grades are considered failing grades for eligibility purposes. Incomplete grades that are changed to passing grades may result in eligibility being reinstated according to TEA and YISD policy.

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.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 at the end of the grading period, the student may participate in a performance so long as the general public is invited.

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

ATHLETICS PROGRAMS

Athletic offerings for boys at the middle school are football, basketball, baseball, soccer, cross-country, wrestling, swimming, tennis, golf and track. Athletic offerings for girls are volleyball, basketball, track, soccer, cross-country, wrestling, swimming, tennis, golf and softball. Males at the high school level may compete in football, cross country, basketball, baseball, soccer, tennis, swimming, golf, track, gymnastics and wrestling. Sports for females at the high school level include volleyball, cross country, basketball, soccer, tennis, swimming, golf, track, gymnastics, wrestling, and softball. Students interested in athletic participation should contact the appropriate coach for additional information.

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. Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination. For more information, see the UIL's explanation of sudden cardiac arrest.

ACADEMIC AND LITERARY ACTIVITIES AND CONTESTS

Academic UIL programs include a wide variety of subjects with competition throughout the district.

- Elementary School students may compete in English Storytelling, Spanish Storytelling, English Oral Reading, Spanish Oral Reading, Number Sense, Spelling, Listening, Creative Writing and Ready Writing.
- Middle School contests are available in Calculator Applications, Maps/Graphs/Charts, Number Sense, Ready Writing, Science, Spelling, Duet Improvisation, Duet Acting, Impromptu Speaking, Poetry Interpretation, Prose Interpretation, ESOL Poetry, ESOL Prose, French Poetry, French Prose, Spanish Poetry, and Spanish Prose.
- High School contests include Cross Examination Debate, Lincoln-Douglas Debate, Informative Speaking, Persuasive Speaking, Prose Interpretation, Poetry Interpretation, News Writing, Feature Writing, Editorial Writing, Headline Writing, Accounting, Calculator Applications, Computer Science, Current Issues and Events, Computer Applications, Literary Criticism, Ready Writing, Spelling, Mathematics, Number Sense, Science, and One-Act Play.

MUSIC ACTIVITIES AND CONTESTS

Music contests are available for elementary students in Solo and Ensemble. Middle school contests include Band, Choir, Orchestra Solo and Ensemble, and Concert and Sight Reading. High school contests include Regional Marching, Area Marching, State Marching, Solo and Ensemble, Choir, Band, Orchestra, Concert and Sight Reading. Students may ask their principals for the names of the teachers sponsoring each contest. High schools and middle schools offer enrichment activities such as Mariachi groups, Folklorico, Pipe Band, Jazz Band, Jazz Dance, Show Choir, and Drill teams. Other activities/ contests offered in the district include Destination Imagination, Academic Decathlon, district-wide Creative Writing, Spanish Spelling Bee, Elementary/Primary and Secondary Science Fairs. Not all programs are offered at all campuses.

CLUB ACTIVITIES AND REGULATIONS

All students are encouraged to become active participants in clubs at their schools. Each campus offers a wide variety of membership opportunities. Only the school principal may approve the formation of school clubs. Clubs must be under the jurisdiction of the schools, sponsored by a member of the school faculty, and contribute to the good of the school. Under Texas law, club membership must be open. Clubs shall be open to members of both sexes. Disproportionate numbers of members of either sex are discouraged. Parents' approval must be obtained for membership in school clubs involving physical activities. Clubs will not meet on school time, but may meet before or after school, or during lunch. All school-sponsored evening events must take place in the United States. The principal will approve club-meeting time and place in advance. As a condition of participation in certain clubs and performing groups, students/parents may be required to sign an acknowledgment of stricter standards of behavior.

STUDENT PUBLICATIONS

Student press documents (newspapers, yearbooks, magazines) serve as educational tools, as a means of expression for students and the public, and as instruments through which students, faculty, administration, and the public can gain insight into student thinking and concerns. The principal and the faculty advisor cooperatively direct the decisions of the students regarding the appropriateness of content. The faculty advisor guides the decisions of the student regarding style, grammar, mechanics, format, and suitability of materials, adhering to the highest journalistic and literary standards. He/she promotes responsible exercise of freedom of expression. The principal approves the annual budget for all student publications. See below for more detailed information on rules regarding rights of student journalists.

SCHOOL LETTER AWARDS

Criteria have been established for students who are first or second year participants in activities for which they can receive letters. Any student participating in an activity for the third and fourth years may receive, with teachers/sponsor/principal approval (with documentation), a letter for participation. Documentation must exist for denial of a letter. Lack of this proof will constitute awarding of the letter. A student may appeal a teacher's decision to the principal. High school students earning distinction in designated categories of co- and extra-curricular activities will be awarded letters from their respective high schools, provided they meet the eligibility standards. See the chart at the end of this section for details and requirements.

NATIONAL HONOR SOCIETY

National Honor Society is for students in the sophomore, junior or senior class. Membership in local chapters is an honor bestowed upon a student. Selection for membership is by a faculty council and is based on grade point average (GPA) of 85 or higher, then outstanding character, leadership, service, and scholarship. Once selected, members have the responsibility to continue to demonstrate the qualities that were the basis of their selection. A list of eligible students will be posted, and students will be asked to complete and return a Student Information sheet by the published date to be considered for selection. See the chart at the end of this section for further information.

NATIONAL JUNIOR HONOR SOCIETY

National Junior Honor Society is for students in grades 7 and 8. To be considered for induction into National Junior Honor Society, a student must maintain a minimum average of 85. Selections for membership into National Junior

Honor Society are not made solely on the basis of academic achievement. Students seeking membership in this organization should strive to maintain a record of outstanding citizenship, character, leadership, and service. It is possible that a student with even a 100 average might not be selected if he or she scores low in these areas.

FUNDRAISING and BOOSTER ORGANIZATIONS

No outside organizations may solicit contributions from students while on district property or attending a district event. Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. All school activities, organizations (including the booster club), events and personnel are under the jurisdiction of the superintendent. Booster clubs must recognize this authority and work within a framework prescribed by the school administration. Parent-booster organizations' fundraising activities shall directly support the educational goals of the school/District, without exploiting the students. Students may assist a booster club in fundraising, but the money raised must be deposited in the school account and may not go to the Booster Club account. If the boosters want to fund raise and be able to keep the money in the booster account, then only the adult members/volunteers are to sell. Permission must be granted prior to the fundraising beginning date by the campus principal. (For further information, see policies FJ and GE and the [UIL Booster Guide](#)).

Before conducting any solicitation of donations, each group must read and strictly comply with City of El Paso Ordinance 017992 on Safe Soliciting posted at [Safe Soliciting](#). Fundraisers involving food must comply with the Texas Public School Nutrition Policy posted at [Square Meals](#). Be they music, fine arts, academic or athletic, booster clubs should exist to enrich students' involvement in extracurricular activities without endangering their eligibility. Neither Booster clubs nor PTA/PTOs are allowed to use the District's tax ID number for any purpose. Each must file their own tax ID number through the IRS. Please refer to the District guidelines for Booster and PTA/PTOs under the "How To" instructions located under the District's Accounting department webpage. Also, please note that any purchases made from a vendor must be used by issuing their own resale certificate should the organization intend to resale the items purchased.

FIELD TRIPS

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip. The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. A parent may attend a school field trip only under certain conditions. For more information, contact your campus administrator.

COMMUNITY SERVICE/ VOLUNTEER HOURS

Students must have a minimum of 80 hours of volunteer service in order to participate in graduation activities and ceremonies. Sophomores, juniors, and seniors are strongly encouraged to accrue 20 hours per year of volunteer service until they graduate. Students excused through an Admission, Review and Dismissal Committee will not have to complete the required volunteer hours. Please consult your school counselor for more details.

RIGHTS OF STUDENT JOURNALISTS

Student journalists have the right to report on, interpret, and editorialize about controversial and crucial events in the school, community, nation, and world. However, they must observe the same legal responsibilities as those imposed upon all mass media.

- Student material advocating violation of school rules may be prohibited when, in the reasonable judgment of the principal, substantial disruption of normal school operations would likely result.
- Student material attacking any individual or group on the basis of gender, race, creed, ethnicity or religion is prohibited.
- Material encouraging actions that endanger the health or safety of students is prohibited.
- Libel is prohibited. As regards school officials, libelous material is that which contains defamatory falsehoods made with knowledge of their falsity or reckless disregard of their truth.
- Reasonable time, place, and manner restrictions may be placed on the posting and distribution of material. Posting and distribution of material may be prohibited when, in the judgment of the principal, substantial disruption of school operations would likely result.

DISTRIBUTION OF NONSCHOOL LITERATURE

Materials not sponsored by the district or a district-affiliated school-support organization ("nonschool literature") shall not be sold, circulated, distributed, or posted on any district premises by any student, except in accordance with Policy FNAA (LEGAL) and (LOCAL).

- All nonschool literature intended for distribution by students on school campuses or other district premises shall be submitted to the school principal or designee prior review. For this purpose, "distribution" excludes

the circulation of 10 or fewer copies, or distribution of materials by a student to other attendees during a meeting of a noncurriculum-related student group in accordance with Policy FNAB (LOCAL).

- Materials shall include the name of the student or organization sponsoring the distribution.
- The principal or designee shall approve or reject submitted materials within two school days of the time the materials were received. The principal shall designate times, locations, and means by which nonschool literature may be made available or distributed by students to students or others at the principal's campus.
- The principal shall designate times, locations, and means by which allowable nonschool literature may be made available or distributed by students to students at the principal's campus. The superintendent shall make such designation for other district facilities.
- Decisions made by the administration may be appealed in accordance with FNG (LOCAL).

NON-CURRICULUM RELATED STUDENT GROUPS

Noncurriculum-related student groups may meet on secondary school campuses during noninstructional time in accordance with district policy and applicable law. Upon filing a written request with the principal or designee on a form provided by the district, the principal or designee shall approve or reject the request with seven school days, subject to the availability of suitable meeting space and without regard to the religious, political, philosophical, or other content of the speech likely to be associated with the group's meetings. Policy FNAB (LEGAL) and (LOCAL).

BUSINESS, CIVIC, AND YOUTH GROUPS

A campus principal may provide representatives from patriotic societies listed in Title 36 of the United States Code an opportunity to speak to students during regular school hours about membership in the society and the ways in which membership may promote a student's educational interest and level of civic involvement, leading to the student's increased potential for self-improvement and ability to contribute to improving the student's school and community.

SCHOOL LETTER AWARDS

General academic letter awards are awarded to the following:

1. students achieving semifinalist status based upon performance on the National Merit Scholars Qualifying Test (NMSQT), to include semifinalists in the National Hispanic Scholars Program and the program to National Achievement Scholarship Program for Outstanding Negro Students,
2. students in grades 10, 11, and 12 who rank among the top ten students in their class according to their cumulative grade point average at the end of the previous summer, and
3. students from each school who participate in the contests of the Academic Decathlon, High Q, Young Scholars, Texas Computer Education, district Orchestra, and Destination Imagination.

Specific academic letter awards are awarded in the following areas based upon a point system reflective of competition, performance, and/or participation opportunities within the discipline:

Art	Mathematics	Newspaper	Marimbas Band
Business	Physical Education	Photography	Science
Chess	Cheerleading	Broadcast Journalism	Social Studies
English/ESOL	Modern Dance	Music	Speech and Debate
Foreign Languages	Ballet folklorico	Band Orchestra	Theater Arts
Journalism	Performing Dance	Choir	Vocational Education
JROTC	Mass Communication	Pipe Band/Drum Corps	Yearbook

Student Council Letter Awards are given by recommendation of the student council advisors based on the following criteria:

1. student must have been active in Student Council at least one year,
2. student must have held office or chaired at least one committee,
3. student must have been involved in planning, preparing, and participating in at least 50% of Student Council activities, and
4. all letter awards must be approved by the advisor and principal.

Athletic Letter Awards are given by recommendation of coaches and administrators of the various sports activities based on the following criteria:

BASEBALL/ SOFTBALL	Should play in one-half of the total games during the season or pitch a total of 35 innings. Relief pitchers; letter at the discretion of the coach.
BASKETBALL	Should play in one-half of the games played.
CROSS-COUNTRY	Should run in five major meets and participate in the district meet.
FOOTBALL	Should play one-half of the quarters played during the season or be a regular on one of the specialty teams, or at the discretion of the coach.
GOLF	Should play in six tournaments and participate in the district meet.
GYMNASTICS	Participate in at least three-fourths of meets during the regular season and participate in the district meets.
MANAGERS	Should work a minimum of two years in a seasonal sport or one year in a year-round sport and be a junior in eligibility.
SOCCER	Should play in one-half of the games played.
SWIMMING	Should swim in at least six meets, three of which must be major, and participate in the district meet.
TENNIS	Should play in at least 15 dual matches, enter in at least three school tournaments, and participate in the district meet.
TRACK & FIELD	Should participate in at least six meets during the regular season and participate in the district meet.
TRAINERS	Should work a minimum of two seasonal sports or one year-round sport and be a junior in eligibility.
VOLLEYBALL	Should play in one-half of the games played.
WRESTLING	Place in tournament competition, or win four matches in dual competition, or wrestle in one more than half of the total number of dual meets.

The lettering of an athlete is left to the discretion of the head coach when the lack of participation is the result of a disabling injury. Athletes not completing the season for any reason other than an unavoidable move from the attendance zone will not be awarded the letter although the criteria may have been satisfied.

NATIONAL HONOR SOCIETY

Senior High School (Grades 10-12)

Membership in local chapters is an honor bestowed upon a student. Selection for membership is by a faculty council and is based on grade point average (GPA) of 85, then outstanding character, leadership, service, and scholarship. Once selected, members have the responsibility to continue to demonstrate the qualities that were the basis of their selection. In order to be considered for membership in the National Honor Society a student:

1. must be a member of the sophomore, junior or senior class,
2. must not have been assigned to SAC during the current school year,
3. must not have been truant during the current school year,
4. must not have been assigned to the alternative school during high school
5. must not have been expelled during their high school enrollment, and
6. must not have committed serious violations of rules as outlined in the YISD Discipline Management Program.

A list of eligible students will be posted, and students will be asked to complete and return a Student Information sheet by the published date to be considered for selection. Students will be awarded from 0-4 points in **Service** and 0-2 points in **Leadership** based on their responses on the information sheet. Students will receive from 0-3 points in **Character**, and 0-3 points in **Leadership in the Classroom** based on ratings by teachers. Students will receive from 2-8 points for **Scholarship** based on their GPA. The total number of points possible is 20. Students who have a point score equal to, or exceeding the school cutoff score established by the Faculty Council, will be offered membership in the National Honor Society. Students who question the fact that they were not selected for National Honor Society membership shall be given the opportunity to present their complaints to the chapter adviser and/or school principal.

NHS members who fall below the standards which were the basis for their selection will be warned in writing by the chapter adviser of possible dismissal and given a reasonable amount of time to correct the deficiency, except in the case of flagrant violation of school rules or civic laws.

A student may appeal a dismissal decision to the school principal, then to the superintendent, and then to the Board of Trustees. The rules for determining the GPA for this purpose are:

1. Grades for courses taken for local credit are excluded. The faculty council may set limited variations to this requirement.
2. Grades for courses designated "S" (Special Ed) are excluded.
3. The extra grade points awarded to qualifying PreAP/AP course grades are included in the GPA calculation.
4. Grades for evening and summer school courses are included.
5. An incomplete grade is counted as a 50.
6. When an induction is conducted during the fall semester, the student's GPA is as of September 1 of the current school year. When the induction is conducted during the spring semester, the student's GPA is as of the first semester of the current school year.
7. Grades resulting in Credit by Examination or Dual Credit opportunities will be calculated the same as other course grades.

Middle School (Grades 7-8)

To be considered for induction into National Junior Honor Society, a student must maintain a minimum average of 85. All students are eligible for National Junior Honor Society consideration if they meet the following criteria:

1. scholastic grade average of 85 (summer school grades are considered in the averages),
2. no more than two "N's" in conduct on report cards during the current school year,
3. no "U's" in conduct on report cards during the current school year,
4. must not have been assigned to SAC or received a suspension during the current school year, and
5. must not have a truancy record during the current school year.

Summer school grades are considered in the averages. Selections for membership into National Junior Honor Society are not made solely on the basis of academic achievement. Students seeking membership in this organization should strive to maintain a record of outstanding citizenship, character, leadership, and service. It is possible that a student with even a 100 average might not be selected if he or she scores low in these areas.

A student will be placed on probation for a nine weeks grading period if he/she receives one of the following during the school year. While on probation, a student may not participate in any National Junior Honor Society activity. A second occurrence during the school year of any of the above seven items will result in the student's removal from the organization. Once a student has been removed from National Junior Honor Society, he/she cannot be reconsidered for membership.

1. "U" in conduct
2. two "N's" in conduct
3. an academic report card grade of 74 or lower
4. assignment to SAC or alternative setting (disciplinary)
5. truancy
6. suspension
7. proven cheating

SPECIAL SERVICES

GUIDANCE AND COUNSELING

Counselors will make every effort to provide for the academic, social and emotional needs of all students. The district has a comprehensive school counseling program that includes:

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

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

Academic counseling

All students (PK-12) receive yearly age-appropriate information on the job market, careers, and post-secondary choices following high school graduation. Each counselor at the elementary or middle school advises students and their parents or guardians regarding the importance of planning for higher education, coursework designed to prepare students for higher education, and financial aid availability and requirements. In either grade 7 or 8, each student receives instruction related to how the student can best prepare for high school, college, and a career. Students from the 8th grade on meet with their respective counselor yearly to discuss their choice of Endorsement, Career Pathway, and required courses necessary to graduate as Distinguished Level of Achievement (DLA) graduates. In addition, high school students receive ongoing information regarding college and university admissions, scholarships, and financial assistance, as well as information regarding possible college credit for military experience, education, and training.

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

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

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including social, family, emotional, mental health or substance abuse issues. A student may be referred to the counselor by a parent, teacher, or administrator. Students may also personally request to see a school counselor. If your child has experienced trauma, contact the school counselor for more information.

STUDENT SAFETY, SUICIDE AWARENESS AND MENTAL HEALTH SUPPORT

At Ysleta ISD, student safety is of paramount concern. The district partners with parents to support the mental and emotional health and/or behavioral development of its students. Specific protocols and procedures are in place to ensure the physical, emotional, and mental safety of our students. District faculty and staff are trained yearly on these district protocols and procedures.

District counselors are trained in the Mental Health First-Aid (MHFA) certification course and receive yearly training on Mental Health and Mental Well-Being in order to provide yearly training to faculty and staff. For more information, see Policy FFB (LEGAL), and FFB-R. District counselors receive yearly training on Suicide Awareness, CPS Reporting, Bullying Intervention, and Substance Abuse. Counselors are then responsible for providing this training to their campus faculty and staff on a yearly basis. The training promotes awareness on early warning signs, the possible need for intervention, and the responsibilities of faculty and staff in identifying, responding to, and reporting incidents. For more information, see Policy DMA (LEGAL), FFB-R, FFG (LEGAL), FFG (LOCAL), and FFG (EXHIBIT).

In the event of a suicidal outcry, the priority is to ensure the safety of the child while working closely with the student and family in seeking the appropriate and necessary community resources for their child. If you are concerned about your child, please contact the school counselor for a list of resources that may be of assistance. Texas Health and Human Services (HHS) provides information regarding children's mental health and substance abuse intervention services on its web site Mental Health and Substance Abuse. For more information related to suicide prevention: [Texas Suicide Prevention](#). Additional support resources can be found under Suicide Prevention and Community Resources located on the Guidance and Counseling Website.

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. Texas Health and Human Services maintains information regarding children's mental health and substance abuse intervention services on its web site: Mental Health and Substance Abuse.

State law and District policy require that any employee with knowledge of actual or suspected child abuse or neglect report such to the CPS within 48 hours of first knowledge. In addition, District policy requires the employee also report such cases to the employee's immediate supervisor (campus administrator) and the Employee Relations Department. For more information see FFG (LEGAL), FFG (LOCAL), and FFG (EXHIBIT).

In an effort to teach all our students about the importance of physical, emotional, and mental safety, district counselors are responsible for providing instruction in the area of safety to all students. This includes required Non-Negotiable Safety lessons provided to all students during the school year. The purpose of the lessons is to promote an awareness of school safety and to educate students about who they can reach out to if they need help. The lessons are developmentally appropriate and address the main areas of Safety (online, physical, emotional) and include the following topics: Bullying/Cyberbullying, Potential Warning Signs of Suicide, Healthy Relationships (Dating Violence, Harassment, Assault). The lessons have been reviewed and approved by the Ysleta School Health Advisory Council (SHAC).

TRANSITIONAL EDUCATION PROGRAM

Homebound Instruction is the most restrictive learning environment, and should be considered only as a short term solution. Criteria for homebound instructional services is set by the Texas Education Agency and must be met to qualify for homebound services. The standard practice will ensure that all Ysleta Independent School District (YISD) students that access General Education Homebound Program (GEH) or Compensatory Education Home Instruction (CEHI) will be served according to YISD EEH (LOCAL) policy and thus afford continuity of academic services between the classroom and the home when a student is unable to attend school for a period of time. For questions on Homebound Instruction Services, please inform your campus administration or call (915) 434-0744.

General Education Homebound Program (GEH)

As the responsibility of the Guidance and Counseling Department Transitional Education Program, GEH is to ensure that students, who are confined due to a medical condition, receive instructional services while they are recuperating at home or hospital bedside. According to the Ysleta Independent School District Policy EEH (local) instruction shall be provided to any student who meets the following three criteria:

- The student is expected to be confined at home or hospital bedside for a minimum of 20 instructional days. The days need not be consecutive.
- The student is confined at home or hospital bedside for medical reasons only.
- The student's medical condition is documented by a physician licensed to practice in the United States.

Compensatory Education Home Instruction (CEHI)

CEHI is a support service offered to provide academic services to the student at home or in the hospital when pregnancy prevents the student from attending school. The CEHI teacher must meet with the student face-to-face in her home for a minimum of 4 hours each week in order for the student to be counted present. The CEHI teacher is the liaison between the student and the campus teachers.

Prenatal CEHI

When a student's pregnancy causes her to be absent from school during the prenatal period, documentation from a medical practitioner must be obtained. The note must include both the medical reason for the absence and the dates of the recommended length of absence from school.

Postpartum CEHI

During the postpartum period, the CEHI teacher may serve the student six calendar weeks after delivery. If there are complications from the pregnancy and/or delivery, documentation from a medical practitioner may extend the postpartum period and CEHI services for a period of up to four calendar weeks beyond the six-week period. This extension may be for complications with the mother's health or with her newborn infant's health.

AIDING STUDENTS WHO HAVE LEARNING DIFFICULTIES OR WHO NEED SPECIAL EDUCATION OR SECTION 504 SERVICES

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

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

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

Contact Person: Dr. Diana Otero, Director of Special Education.
Phone Number: (915) 434-0902.

Section 504 Referrals

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

Contact Person for Section 504 Referrals

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

Contact Person: Dr. Diana Otero, Director of Special Education.
Phone Number: (915) 434-0902.

Additional Information

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

[Legal Framework for the Child-Centered Special Education Process](#)

[Partners Resource Network](#)

[Special Education Information Center](#)

[Texas Project First](#)

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

Free Audiobooks

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's Talking Book Program, which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

VIDEO/ AUDIO MONITORING IN SELF-CONTAINED CLASSROOMS

IN accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board, may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to you before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or with James Vasquez, Director of Pupil and Parent Services (915) 434-0741, who has been designated by the district to coordinate the implementation of and compliance with this law. See policy EHBAF.

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: Dr. Diana Otero, Director of Special Education. Phone Number: (915) 434-0902.

SCHOOL VOLUNTEER PROGRAM

Volunteers help our district build strong partnerships between parents, teachers, administrators, and community members. As volunteers, you not only help our students, but you allow teachers to focus on classroom instruction. Volunteers assist our schools in several areas, including performing clerical duties; or serving as crossing guards, mentors, and tutors; and the school's Parent Volunteer Work Room, among others. All those interested in becoming a YISD volunteer must apply online at www.yisd.net. The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district. Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check. For more information or for program guidelines, please refer to the Volunteer Handbook available at every campus and/or online at www.yisd.net. The link can be found on the Public Relations Department webpage under "Volunteers." You may also contact the campus volunteer coordinator or the Volunteer and Partners in Education Specialist at (915) 434-0694.

STUDENT HEALTH SERVICES

Student Wellness Policy/Wellness Plan

YISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy and corresponding plans and procedures to implement the policy. The wellness plan is posted on the district website at [Wellness Plan](#).

School Health Advisory Council

The School Health Advisory Council (SHAC) is an advisory group comprised of individuals who represent segments of the community. The group acts collectively to provide advice to the Superintendent and Board of Trustees on coordinated school health programming and its impact on student health and learning. During the preceding school year, the district's School Health Advisory Council (SHAC) held seven meetings.

School Nurse

A full-time registered nurse is on duty daily at each campus with the exception of Plato Academy, and Ysleta Community Learning Center. Under the supervision of the Registered Nurse, Licensed Vocational Nurses (LVNs) are employed for nursing and related services for students requiring specialized nursing care.

School-Based Health Center

The Comprehensive Care Center is located at 300 Vocational Drive. All currently enrolled students may be seen at the clinic. Services provided include medical, psychiatric, dental, immunizations, lab, and sports physicals. Call (915) 434-7200 to schedule an appointment. Fees listed on webpage.

Emergency information

Current residence and home/business phone numbers on the **Consent for Medical Treatment for Student** form are vital in emergency/disaster management by the school nurse/school officials. **If there is a change of address or phone number during the school year, the parent/guardian must notify the school nurse.** Information should be updated every school year or as changes occur.

Administration of medication

If at all possible, please schedule the timing of the doses so that the child takes the medicine at home. 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 and must have current Doctor's order on file. 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:

- Medications provided by the parent.
Employees authorized in accordance with policy FFAC may administer:
 - prescription medication, in the original, properly labeled container, provided by the parent along with a written request and current practitioner's written order, and such 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 and a current practitioner's written order.
 - 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.
- Administration of medication to athletes
A licensed athletic trainer or physician licensed to practice medicine in Texas may purchase and may administer medication that is used to prevent or treat illness or injury in the district's athletic program, provided –
 - the student's parent has given prior written consent for medication to be administered; and
 - the administration of a medication by an athletic trainer is in accordance with a standing order or procedures approved by a physician licensed to practice medicine in the state of Texas.
- Epinephrine
Authorized school personnel who have been adequately trained may administer an available epinephrine auto-injector when such individual reasonably believes a person is experiencing anaphylaxis on a school campus, at an off-campus school event or while in transit to or from a school event. See policy FFAC.

In order for your child to take medicine at school which is provided by the parent, the school nurse must receive the following:

- A written consent statement dated for the current school year signed by the parent, legal guardian, or other person(s) having legal authority of the student, **and a** written doctor's order or statement dated for the current school year, signed by the attending physician (or advanced practice registered nurse) licensed to practice medicine in Texas.
- The Student Health Services Medication Practitioner's Written Order/Parent Consent form signed by both the physician and parent/legal guardian for the current school year may be used as an appropriate document to administer medication and/or health care procedures to the student. This form is available from the school nurse. A signed written physician's order originated from the office of the attending physician licensed in Texas is also appropriate for the school nurse to provide medication and/or health care procedures. **The form is available from the school nurse or on YISD's website.**
- Only original containers of prescribed medication properly labeled by a registered pharmacist licensed in Texas will be accepted. The medication must be approved by the Food and Drug Administration (FDA), appear in the U.S. Pharmacopoeia, and the dosage must not exceed the daily dosage approved by the FDA.

- Parents/guardians or designated adult must personally deliver and return their child's medication to and from school. Medications will not be given to students to be returned home. This measure provides for the safety and security of all students at the campus. (Policy FFAF)
- The district does not permit students to carry their own medication and self-administer unless the student has asthma or a unique medical condition that requires immediate administration of medication under specified conditions. A current Medication Practitioner's Written Order/Parent Consent stating the student may carry the medication is required. 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.
- 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 for information. [See policy FFAF (LEGAL).]

Sunscreen and Insect Repellent

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school. Because insect repellent is considered under state regulations to be a nonprescription medication, it should be applied 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.

When to keep your child home from school

To protect children from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should inform the school nurse or campus principal so that other students who have been exposed to the disease can be notified. Schools must exclude a student from attendance while the disease is contagious and until the readmittance criteria have been met. (Policy FFAD). A full list of conditions for which the school must exclude children can be obtained from the school nurse.

For other illnesses, you should keep your child home from school while the child has:

- Signs of severe illness, including fever irritability, difficulty breathing, crying that does not stop with the usual comforting measures, or extreme sleepiness,
- Diarrhea or stools that contain blood or mucous. Children with diarrheal illnesses must stay home until they are diarrhea-free without diarrhea-suppressing medications for at least 24 hours.
- Vomiting two or more times in 24 hours unless a physician feels the cause of vomiting is not an infectious disease and the child is in no danger of becoming dehydrated, (physician's note required)
- Fever (100°) or rash or a change of behavior until a physician has determined a problem is not caused by an infectious disease, The child should be fever-free for 24 hours without fever reducing medication.
- A child taking antibiotics is considered contagious for the first 24 hours of antibiotic use. A physician's note is required to return to school.

Student sent home for illness/injuries

If the school nurse determines from a health assessment that a student must be sent home during the day related to health or injury, the parent/guardian may come to the Health Clinic for their son/daughter. Students must be signed out following school procedure. The parent/guardian may also designate another adult to come to the school for their son/daughter. Identification such as a driver's license with a photo will be required by the school nurse and/or school official.

Head lice

Although not an illness or a disease, head lice 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, and hats. If careful observation by the school nurse indicates that a student has head lice, the school nurse will notify the student's parent. The district will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice. The notice will include the recommendations of the Centers for Disease Control and Prevention for the treatment and prevention of lice. More information on head lice can be obtained from the DSHS Web site at [School Health Head Lice](#).

Student readmission to school following illness/injury

A physician's statement clearing the student for school is required when a student returns to school following absence from an illness or injury based on the student's diagnosis. Any limitations will need to be clearly stated.

Health screenings

Any student enrolling and attending school in the district for the first time must be screened for possible Type 2 Diabetes in Children (TRAT2DC), vision, hearing, and spinal problems prior to completion of the first semester of enrollment or within 120 calendar days of enrollment. The school nurse will provide the following screenings:

Vision:	4 year olds, grades K, 1, 3, 5, and 7, first time entrants into district, and referrals
Hearing:	4 year olds, grades K, 1, 3, 5, and 7, first time entrants into district, and referrals
Spinal:	Grades 5 and 8, first time entrants into district, and referrals
TRAT2DC:	Grades 3, 5, and 7, and referrals.
See policy FFAA.	

Spinal Screenings

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and is conducted following the most recent nationally accepted and peer-reviewed standards for spinal screening.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA (LEGAL) or contact the Director of Student Health Services.

First-aid preparations

First-aid products used by the school nurse are preparations which are frequently used in many households. Parents/guardians should notify the school nurse should their son/daughter be unable to tolerate the use of these products. A list of the First-Aid preparations and their use is available online or from the school nurse.

Bacterial meningitis

Bacterial Meningitis is a serious illness that can rapidly seriously endanger a child's health. See the Important Notices section for detailed information on this illness, its symptoms, and prevention measures.

District's Food Allergy Management Plan

The district developed a food allergy management plan based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis." The district's management plan 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 accessed at [Health and Nutrition / Student Health Services](#)

The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at Allergies and Anaphylaxis.
<https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/>

Once the parent notifies the school of a student's food allergy (form included in a separate pdf), the school nurse will work with the parent on development of a Food Allergy Action Plan for that student. For more information, contact the school nurse at the campus or the district's Director of Student Health Services at 434-0810, or see materials posted on the district's Web site under the department of Student Health Services.

Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse. For more information, see "A Student with Physical or Mental Impairments Protected under Section 504".

TRANSPORTATION

Contact Information: Main Dispatch Office: (915) 434-1740; Northeast Dispatch Office: (915) 434-1751.

Eligibility for Transportation Services

The district provides transportation for all students who reside two or more miles from their regular attendance campus (which is measured along the shortest route that may be traveled on public roads) and who are not classified as an eligible disabled pupil. Transportation will be provided to an area within the two miles when it is defined as hazardous traffic conditions or poses a high risk of violence for students walking to and from school. Please check with your school

office for eligibility. Transportation is not provided to students attending a school outside their attendance zone, except that transportation is provided for students who are homeless.

Transportation is provided for children who are receiving special education services and are qualified by the ARD process, with final approval by the Special Education Department. Students are picked up and transported to and from school from an approved location as noted in the ARD within the campus boundary. Special requests must be approved by the Director of Special Education and the Director of Transportation or their designee. Changes in services may require 2-3 working days to process once written request is received by Transportation.

Bus Stops and Schedule

Information on the bus stops and times are provided by the Transportation Department and given to every school, provided during registration, and posted on the district Web site. Students should be at their designated bus stop at least 10 minutes before the actual pick up time. There are days when substitute drivers, inclement weather or mechanical breakdowns will cause the bus to run late. Please do not be discouraged. The Transportation Department will notify the school if the bus is running late and will do everything they can to get there as soon as possible.

Bus Passes

Many middle school and high school campuses require students to show their bus pass to the bus driver every morning and afternoon when boarding the bus. Transportation privileges may be suspended for any student who fails to show his/her bus pass. It is the student's responsibility to replace a lost bus pass or to obtain a temporary bus pass from the school office.

Bus Rules

All bus safety regulations are posted in our buses and must be adhered to by all students riding the school bus. Any student not practicing proper discipline and safety in or around the school bus may forfeit his/her bus riding privileges. The following safety and discipline infractions may cause a permanent suspension from bus riding privileges;

- Smoking in the bus to include e-cigarettes;
- Bringing or opening alcoholic beverages in the bus;
- Bringing or use of illegal drugs/paraphernalia onto the bus;
- Fighting in the bus;
- Verbally abusing, harassing or sexually harassing other students or Transportation personnel;
- Throwing things out of the bus window; or
- Students standing up and/or moving about in the bus while the bus is in motion.
- Transportation of animals such as mammals, fish, reptiles, birds, etc. or any animal

All other infractions will be addressed accordingly by the school administrator and the transportation administrator. Disorderly conduct by passengers in the school bus including but not limited to standing in the bus, tampering with emergency exists and intentionally damaging the bus may result in violation of the Student Code of Conduct.

The transportation of student's equipment such as class projects, books, band instruments, etc. is provided on a space-available basis only after all students have been seated. These types of items must **NOT** block the aisle or any emergency exits.

The Texas Education Code prohibits the disruption, prevention or interference with the lawful transportation of children to or from school or any activity sponsored by a school. Parents and other adults are not allowed in a school bus without express written authorization from the Transportation Administrator.

DISTRICT AND SCHOOL FACILITIES

LIBRARY SERVICES

Every school in the district has a Library Media Center open to students, faculty and the community. Students visit the library regularly to borrow reading materials, conduct research, participate in literature-based activities, and for technology access. Online resources which include full-text magazine articles, newspapers, and reference materials, as well as the YISD Library Catalogue are available 24/7. Consult your librarian for passwords needed to access these online resources.

Fines may be imposed for overdue materials based on individual campus decisions. The current charge is \$.05 per item per day, exclusive of weekends, holidays and excused absences. The maximum fine per item is \$5.00, not to exceed the cost of the item. Replacement costs are assessed for damaged or lost materials. Fees must be paid prior to registration for the next school year, prior to withdrawal from the campus or prior to graduation.

CAFETERIA OPERATIONS

All schools have well-equipped cafeterias, which provide nutritious meals (lunch and breakfast) every school day at a nominal cost. All eating is limited to the cafeteria or areas designated by the principal. Everyone is expected to use trash receptacles and return food trays, if used. All students are required to bring a lunch, buy their lunch in the cafeteria, or make arrangements through the office to go home for lunch. Students in a "closed" campus who leave the campus for lunch must have written permission from their parents and must have a lunch pass in their possession when leaving the campus.

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. Participating students will be offered the same meal options as their peers and will not be treated differently from their peers. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

Applications for the free and reduced lunch and/or breakfast program (or alternative forms for campuses under the Community Eligibility Provision) will be made available during registration or sent home at the beginning of school, and are available on the district website. **These forms must be returned to the cafeteria within 10 school days.** Information about a student's participation is confidential. For further information please contact your school principal.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue buying meals according to the 3-day grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The district follows federal and state standards and guidelines regarding school lunch and breakfast programs and foods being served or sold on school premises during the school day. These include federal standards for including more fruits and vegetables, whole grain-rich foods, fat-free or low-fat milk varieties, reduced amounts of saturated fat, trans fats, and sodium, and ensuring proper portion size. For more information see [USDA Nutrition Standards](#).

FOODS OFFERED THROUGH VENDING MACHINES, CONCESSIONS, AND CLASSROOM PARTIES

Following state and federal regulations, the district limits the types of foods offered through vending machines, fundraisers, and concessions, and does not permit foods of minimal nutritional value to be served in the food service area during meal periods. Foods otherwise restricted by policy are permitted in classroom student birthday parties. It is recommended such parties be scheduled after the end of the lunch period for the class so that these celebrations will not replace a nutritious lunch. See FFA (LOCAL) and Reg. CO-R.

CARE OF SCHOOL FACILITIES AND PROPERTY

Students are expected to take good care of school equipment, facilities, and property. This includes not only refraining from damaging or vandalizing school property (violations of Student Code of Conduct), but also:

- Using trash cans and avoiding littering to keep school grounds clean

- Using recycling containers for recyclable materials
- Keeping walls, desks, lockers, bathroom dividers, and other surfaces free from markings and graffiti
- Following school rules for energy conservation, turning off lights, closing doors, conserving water
- Keeping school parking lots safe, clean and orderly
- Reporting vandalism, damage, or safety hazards to the school office, YISD Security, or the YISD Crime Stoppers anonymous "Tip Line" at (915) 434-0111.

OUTDOOR FACILITIES

The community is welcome to recreational use of the district's unlocked, outdoor recreational facilities, such as the track, playgrounds, tennis courts, and the like, during non-school hours when the facilities are not in use by the district or for a scheduled nonschool purpose and so long as electricity is not required. Approval from the campus administration shall be required when the user is seeking repeated use on a regular basis and fees for such use shall be assessed, as per YISD Regulation GKD-R.

To preserve the quality of the synthetic turf and to ensure a safe, clean and well-maintained playing surface, the following are strictly PROHIBITED on the synthetic field turf areas:

1. Glass of any type
2. The use of tobacco products
3. All food and beverage products, except water; no gum, no shelled seeds or nuts, no popcorn
4. Sharp objects such as tent stakes, corner flags, poles, metal cleats or high heeled shoes
5. Chairs or benches without a protective surface
6. Portable heaters, fireworks and/or any open flame
7. Confetti or shredded paper (paper products)
8. Dogs or other pets (except service animals for people with disability)
9. Any golfing or throwing activities such as a shot, discuss, javelin or hammer
10. Suntan lotions, oils or creams of any kind - Please apply them prior to entering the turf area
11. Motorized vehicles - (except approved maintenance vehicles)
12. Painting, chalking, tape or any other adhesive materials
13. No confetti

ANIMALS ON SCHOOL GROUNDS OR ATHLETIC FACILITIES

Animals are not permitted on any District playground, school grounds or athletic facility within the city unless permission in writing has been given by the District, consistent with City of El Paso Municipal Code Sec. [7.12.050 \(D\)](#). Policy FBA (LEGAL) provides exceptions for and governs the use of a Service Animal assisting an individual with a disability.

TRAFFIC CONTROL

Caution should be exercised when dropping off children. Please instruct your child on proper safety habits. The instructions of the school's safety patrol must be followed. Please familiarize yourself with the traffic patterns at your child's school. Parking restrictions will vary from school to school before, after and during instructional time. Faculty and staff parking lots are for employees only. **PLEASE DO NOT USE THE PARKING LOTS FOR PICKING UP OR DROPPING OFF YOUR CHILDREN DURING SCHOOL HOURS.**

STUDENT PARKING PERMITS

Campuses may authorize student parking by permit and may charge a permit fee. Students must possess and present a valid driver's license and current liability insurance.

LOCKERS

Students may be provided with lockers for keeping their books and personal belongings. Students are expected to keep these lockers locked at all times, and are expected to keep them clean and neat. Each student will be expected to furnish his/her own locks. It is important that the student remember his/her locker key or combination each day. An unlocked locker is an invitation to lost books and/or personal belongings. It is up to the student to manage his/hers belongings and keep them secure. Lockers are the property of the YISD and, by law, may be searched under certain conditions.

LOST AND FOUND

Each school provides a lost and found department. Anyone finding any articles, books, purses, etc., should turn them in to the office immediately. Anyone losing any item of this nature should check at the office periodically. Any item taken from the lost and found must be specifically identified. The school assumes no responsibility for lost personal items.

ASBESTOS

Inspections

In accordance with federal regulations and district policy, all YISD campuses have undergone the regularly scheduled asbestos three year re-inspection. The findings of this inspection are published in an Asbestos Management Plan, available for review at the principal's office at each campus, or at the Facilities and Construction Department located at 9600 Sims in El Paso, Texas. In general the findings of the study indicate that no significant health risk exists to building occupants.

Management and Removal

Some YISD campuses do have asbestos containing building components, however, all buildings have been and continue to be quality safe. A program for phased removal is addressed in the Asbestos Management Plan. Information about the district's Asbestos Management Plan can be obtained upon written request from the school principal or the Director of Environmental Services. The Facilities and Construction Department is available to answer any questions or concerns regarding all asbestos related activities at any YISD campus and can be reached at (915) 434-0090.

PESTICIDE APPLICATIONS

The district uses pesticides in pest control. See the Important Notices section for information regarding the district's use of pesticides and pest management.

SAFETY AND LAW ENFORCEMENT

YISD Security Dispatch (915) 434-0195. For help or assistance please call central dispatch.

YISD Anonymous Tip Line (915) 434-0111. 24 hours a day, 7 days a week.

ANONYMOUS ALERTS free web-based app.

STUDENT SAFETY

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. A student may make anonymous reports about safety concerns by using the Anonymous Alerts app or by calling the YISD Anonymous Tip Line at (915) 434-0111.
- 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.

FIRE AND EMERGENCY DRILLS

Fire and emergency drills are held in compliance with state law monitored by the State Fire Marshal's Office, El Paso Fire Department, and the Texas School Safety Center, and such safety instruction is incorporated in the school curriculum. When any fire or emergency alarm is heard, students are required to stop, follow campus safety procedures and all instructions from their teacher and campus administrators. All persons within district buildings are required to follow district safety procedures and all instructions from building administrators. Safety is the number one priority of the YISD community. Maintaining calm and absolute order is essential to the safety of all persons.

PREPAREDNESS TRAINING: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

Students in grades 7–12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see <https://www.dhs.gov/stopthebleed> and <https://stopthebleedtx.org/>.

CONDUCT ON SCHOOL PREMISES (Texas Education Code, Chapter 37)

Parents and visitors must register at the school office when attending a meeting or conducting official business. Consent of the principal (or his/her designee) or the teacher is required before any person enters a classroom. It is a misdemeanor to disrupt classes or school activities through acts of misconduct or the use of loud or profane language. TEC 37.124. No person or group of persons acting in concert may willfully engage in disruptive activity or disrupt a lawful assembly on the campus or property of any school in YISD. TEC 37.123. No person shall be permitted, on school property or on public property within 500 feet of school property, to willfully disrupt, alone or in concert with others, the conduct of classes or other school activities. Any person loitering on school property after being advised to leave by the person in charge shall be guilty of a misdemeanor and upon conviction shall be subject to a fine, as established by law. TEC 37.105, TEC 37.107.

UNAUTHORIZED PERSONS

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district security 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).

DISRUPTING TRANSPORTATION

A person commits an offense (Class C Misdemeanor) if the person intentionally disrupts, prevents, or interferes with the lawful transportation of children to or from school or an activity sponsored by a school on a vehicle owned or operated by a county or independent school district. TEC 37.126.

LOCKERS AND VEHICLES ON CAMPUS

Lockers and vehicles parked on district property are under the jurisdiction of the district. Students have full responsibility for the security and content of their lockers and for vehicles parked on district property. It is the student's responsibility to ensure that lockers and vehicles are locked and that the keys and combinations are not given to others. Students shall not place, keep, or maintain anything that is forbidden by district policy in lockers or in vehicles parked on school property and students will be responsible for any prohibited items found in their vehicles parked on school property. School officials may search lockers or vehicles parked on school if there is reasonable cause to believe that they contain articles or materials prohibited by district policy. If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit a search of the vehicle, the district may turn the matter over to local law enforcement officials. Policy FNF (LOCAL).

USE OF TRAINED DOGS

In response to drug- and alcohol-related problems in district schools, the district will use specially trained nonaggressive dogs to sniff out and alert officials to the current presence of concealed prohibited items, illicit substances, and alcohol in areas of school facilities and around vehicles parked on school property. Such visits shall be unannounced. The dogs will not be used with students. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials. Policy FNF (LOCAL). Specifically:

1. Lockers may be sniffed by trained dogs at any time.
2. Vehicles parked on school property may be sniffed by trained dogs at any time.
3. Classrooms and common areas may be sniffed by trained dogs at any time when students are not present.
4. If contraband of any kind is found, the possessing student shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct.

QUESTIONING OF STUDENTS

Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves. Students may be questioned by law enforcement officials or other lawful authorities as provided in policy GRA (LOCAL).

SEARCHES

The district respects students' rights to privacy and security against arbitrary invasion of the person or their property. The right to search students on campus is exercised when it is necessary to ensure the welfare of students at the school. Searches by district personnel will occur when there is individualized reasonable suspicion or by securing the student's voluntary consent. In order to maintain a safe and drug-free environment, the district may conduct unannounced searches for prohibited substances or articles by using trained dogs. Searches occurring at the campus by law enforcement authorities are governed by the Fourth Amendment standards applicable in the criminal law context. The student's parent or guardian will be notified if any prohibited articles or materials are found in a student's locker, in a student's vehicle parked on school property, in a student's personal belongings, or on the student's person, as a result of a search conducted in accordance with district policy. FNF (LEGAL) and FNF (LOCAL).

Under Policy FNF (LEGAL), the district may conduct searches of personal communication devices. Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. 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.

PHYSICAL RESTRAINT

Any YISD employee may apply physical restraint to a student when the employee reasonably believes that it is necessary to protect himself/herself, another person, to obtain possession of a weapon, to protect property from damage, and/or to remove a student from a classroom or other location in order to restore order.

STUDENTS TAKEN INTO CUSTODY

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.

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

Before a student is released to a 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.

REPORTING OF CHILD ABUSE AND NEGLECT

Under Texas law, any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person must report it to the Texas Department of Protective and Regulatory Services (CPS) and/or to local law enforcement within 48 hours. Investigation of an incidence of child abuse/neglect is the responsibility of the Texas Department of Protective and Regulatory Services and/or the El Paso Police Department. Reports of child abuse or neglect are confidential. Family Code 261.101(a)

STUDENT CONDUCT

The following are summaries relating to particular issues of student conduct. The YISD Board of Trustees, with the advice of its district-level committee, has also adopted a Student Code of Conduct that governs a wide range of student conduct, both on and off campus as well as on district vehicles, including but not limited to the prohibition and disciplinary consequences of bullying, hazing, gang activity, sexual harassment, gender-based harassment, and vandalism. See the complete Student Code of Conduct for full information. Each campus has a campus behavior coordinator who is responsible for maintaining student discipline. A list of campus behavior coordinators is posted on the campus list in this handbook and on the district Website.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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. 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 or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, 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, gender, national origin, disability, or any other basis prohibited by law, that negatively affects the student.

Harassment

Harassment in general terms, is conduct so severe, persistent, or pervasive that it affects 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. A copy of the district's policy is available in the principal's office and on the district's Web site.

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 or intimidating 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 cyber bullying, theft or damage to property.

Two 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 are not limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact. Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. 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 actual or perceived sexual orientation or gender identity, may include, but are not 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.

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, counselor, principal, or other district employee. The report may be made by the student's parent.

For information about your rights or complaint procedures, or to make a report or complaint, contact the district's Coordinator, as designated below, at 9600 Sims Drive, El Paso, Texas 79925, (915) 434-0000.

- For Title IX discrimination, sexual harassment, gender-based harassment, or dating violence: Mr. Mike Williams, Director of Athletics.
- For Section 504 or Title II of the Americans with Disabilities Act discrimination complaints: Dr. Diana Otero, Executive Director, Special Education.

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

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district.

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, the district may take interim action to address the alleged prohibited conduct. When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, constitute bullying as defined by law. If so, an investigation of bullying will also be conducted and a determination will be made on each type of 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.

Appeal or Complaint

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG (LOCAL), beginning at the appropriate level. See section on Parental Involvement and Parental Rights.

A student or parent is not required by law to use the district grievance procedure before filing a complaint with the U.S. Department of Education Office for Civil Rights ("OCR"). See Important Notices to Parents and Students.

HAZING

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus,

by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

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.

BULLYING

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

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

Bullying includes cyberbullying. Cyberbullying is defined by state law 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.

A copy of the district's policy FFI (LOCAL) is included at the end of this Handbook.

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 report it as soon as possible using **Anonymous Alerts** 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 contacting Pupil and Parent Services at (915) 434-0741.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying. Any retaliation against a student who reports an incident of bullying is prohibited.

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

Students or parents in the school community can anonymously report bullying or other suspicious activity to school administration by using the Anonymous Alerts app or by accessing Anonymous Alerts on the district's website. Once the report has been submitted, the person reporting will receive confirmation and the report will go directly to school administration.

ANONYMOUS ALERTS

Anonymous Alerts is a two-way communications system that encourages students to report bullying, self-harm, weapons, drug/alcohol usage or dealing, dating violence and other safety concerns. Students can download the Anonymous Alerts app for free and gain access with a simple activation code provided by Ysleta ISD, to send reports anonymously to school officials. Students can also access the Anonymous Alerts web-button located directly on Ysleta ISD's website to send a web-based report. Both the app and web form are available in English and Spanish. Monitoring hours for the system will be during school days between the hours of 7 am and 5 pm.

DISCIPLINE OF STUDENTS WITH DISABILITIES

In some cases, the district must follow different procedures in the application of discipline to students with disabilities due to the effect of various provisions of federal laws and regulations addressing this area.

TECHNOLOGY RESOURCES

The district provides students with access to local area networks and a wide area network that includes access to the Internet. The district is providing access to the network for educational purposes only. Student use of the YISD wide area network, including Internet access, must conform to the district's Acceptable Use Policy (AUP). Students, staff and parents using the Network for Internet access will be required to sign a [Student Acceptable Use Agreement for Internet Access](#).

The acceptable use of the YISD wide area network is explained on the [Student Acceptable Use Agreement for Internet Access](#) notice and in Policy CQ and regulation CQ-R. It is important that both parent and student read the [Student Acceptable Use Agreement for Internet Access](#) and discuss appropriate use of electronic resources together. Inappropriate system use will result in the loss of the privilege to use this educational tool. See [Important Notices](#) section.

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, the district encourages parents to review with their children [Before You Text](#), 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.

COMPUTER SOFTWARE

Students are to know that it is illegal to copy and distribute software. If an individual purchases a program for use, he or she has the right to make a backup copy of that program and use the program on one computer. He or she is not allowed to make copies for friends to use, nor bring a program from home to use on school computers. It is also illegal to copy programs from school computers for use on home computers unless the district gives written permission.

COPYRIGHTED MATERIALS

The reproduction or use of copyrighted materials by educators and students is permitted by law only under limited circumstances. All members of the YISD community shall abide by such principles of "fair use" as permitted by law, federal guidelines and district procedure. Regulation EFE-R explains the authorized reproduction and use of

copyrighted material in detail. Students must comply with district policy on copyrighted materials, as defined by regulation EFE-R.

CELL PHONES AND OTHER PERSONAL ELECTRONIC DEVICES

A student's use at school of a privately-owned personal telecommunications device, including a mobile or cell phone, or any other personal electronic device, including a smartphone, laptop, or tablet, (a "personal device") is restricted. To expand 21st century learning opportunities, YISD is implementing Bring Your Own Device (BYOD) under which students may voluntarily bring their own personal device to school to be used for educational purposes; however, these devices and the network must be used appropriately. Rules for use of personal devices in district schools include:

- Students may use their personal device for instructional purposes to the extent authorized by a classroom teacher or administrator. Campus rules may allow students to also use their personal device in supervised common areas, such as in the library and cafeteria.
- YISD will provide students with access to a filtered, Wi-Fi network following federal Children's Internet Protection Act (CIPA) guidelines. Students are expected to use the YISD network while on district property (no personal Internet providers/service).
- Any use, for instructional purposes or otherwise, must be in accordance with the YISD Acceptable Use Policy (AUP), the Student Code of Conduct, and this Student/Parent Handbook.
- Students must power off and put away a personal device if directed to do so by a teacher or administrator.
- Students may not use a personal device to take or transmit photos or video during the school day or on school grounds, unless authorized by a teacher or administrator.
- YISD is not responsible for loss, damage, or security of any personal device, tech support for any personal device, or any data fees, application costs or other charges that may be incurred during school-related instructional use.

Because students are prohibited from having electronic devices during state assessments, students are discouraged from bringing personal devices to school on test days.

For the complete rules on use of personal devices at school, see policy FNCE (LOCAL), the BYOD guidelines posted on the *ENGAGE ME!* page of the district website, any campus-specific rules on use of cell phones or personal devices, and the Student Code of Conduct. In addition to taking any other disciplinary action that may apply, an authorized district employee may confiscate a personal device used in violation of applicable district, campus, and BYOD rules. Upon payment of a fee of \$15, a confiscated personal device will be returned.

ASSEMBLY BEHAVIOR

Assemblies provide students with educational and entertainment opportunities. In order that students obtain the greatest benefit from these experiences, all are expected to respect speakers and performers. Students are expected to listen quietly and to respect the rights of others by not creating disturbances. Students will stand during the National Anthem, Pledge of Allegiance, the presentation of the flags, and the school song.

SMOKING OR VAPING

A student shall not smoke, use, or possess tobacco products, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property, at any school-related or school-sanctioned activity on or off school property, or on a school bus or district vehicle as provided by law. 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.

STEROIDS

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.

PLAGIARISM

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism will be considered cheating and the student shall be subject to disciplinary action that may include loss of credit for the work in question.

STUDENT DRESS CODE

In order to maintain an orderly environment conducive to the attainment of the educational mission and purpose of the district, all students shall be required to conform to a reasonable dress and grooming code. **See below for current Student Dress Code.**

SCHOOL IDENTIFICATION BADGES

As part of the Student Dress Code and as a school safety measure, all secondary students are required to wear their school ID badges.

SCHOOL UNIFORMS

Individual campuses may adopt school uniforms based on the input or consensus of parents, teachers, students, and other community members. A school uniform policy must include an option for school uniform pants and a school colored polo shirt without a school logo. For physical education, the policy must include shorts or sweatpants in any color as uniform bottoms and a white, gray, or school colored T-Shirt without a school logo. A school may sell uniforms as a fundraiser, but parents will not be required to buy the uniform from the school or any particular vendor. The school can arrange, but Parents will not be directed to any vendor as the exclusive vendor of the uniform. The school principal is required to make arrangements for students who cannot afford the cost of a school uniform.

STUDENT CONDUCT - DRESS CODE

Policy FNCA (LEGAL) and FNCA (LOCAL)

PURPOSE

The district's dress code is established to teach grooming, modesty, hygiene, self-respect and instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority.

GENERAL GUIDELINES

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The student and parent may determine the student's personal dress and grooming standards, provided that they comply with the clothing and grooming standards described below and the following prohibitions:

- The District prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations.
- The District prohibits pictures, emblems, or writing on clothing that 1) are lewd, offensive, vulgar, or obscene; or 2) advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under FNCF (LEGAL).
- As a safety measure, all secondary students are required to wear their school issued identification badges.

CLOTHING AND GROOMING STANDARDS

- Jean/Pants – Ankle length pants must be appropriate size for wearer, not more than two sizes larger than the waist. Jeans with cut-outs (openings that expose skin) are not allowed. Hip-huggers must be worn with a blouse/shirt so as to not reveal any skin between them. Pants/shorts must be worn on the waist. Pant legs no wider than twelve inches. No "baggy" nor "sagging" pants are allowed.
- Tank tops with two-inch wide straps at the shoulder are allowed. Anything less than two inches wide is not permitted. Spaghetti straps, undershirts, fish net, muscle shirts, tube tops, bare midribs, or tops with revealing necklines in front or back are not to be worn even if covered by an over blouse, jacket, or sweater. When appropriate, any shirt/blouse that has an extra shirttail is to be tucked into pants/shorts/skirt.
- Head gear is not to be worn inside the building unless approved by the administration for medical or religious reasons.
- Military style web belts, initial belt buckles, chains that secure wallets/billfold, and belts hanging down excessively are not allowed. Military belts are permitted when wearing JROTC uniforms.
- No short shorts or spandex shorts allowed. Shorts and skirts must be no shorter than two inches (2") above the knee. This includes skirt slits up the side, middle, back and front.
- Any type of clothing, including but not limited to, T-shirts that advertise, glorify, or support lewd, offensive, vulgar, obscene or profane language or gestures, gangs, illegal activities, tobacco, sex, alcohol, illegal drugs, violence is not allowed.
- Jewelry reflecting gangs, Gothic- or paramilitary-related items, including but not limited to rings, bracelets, or chokers, or chokers with spikes (rounded or pointed) are not allowed.
- Trench coats or raincoats that are ankle length are not allowed.
- Steel-toe shoes, house shoes, bedroom slippers are not allowed.
- Distracting hair color is not allowed.
- Hair spikes exceeding two inches high are not allowed.
- Facial hair must be neatly groomed.
- Earrings and studs may be worn only in the ear lobes. No tongue studs or facial piercings allowed.

EXTRACURRICULAR ACTIVITIES

The principal, in cooperation with the sponsor, coach or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity may be removed or excluded from the activity for a period determined by the principal or sponsor, and may be subject to other disciplinary action, as specified in the Student Code of Conduct.

VIOLATIONS

If there is a violation, the student shall be given an opportunity to correct the problem. If not corrected, the student shall be assigned to in-school suspension for the remainder of the day or until the problem is corrected. Repeated dress code violations may result in more serious disciplinary action. Appropriate discipline procedures shall be followed in all cases in accordance with the Student Code of Conduct.

FREEDOM FROM BULLYING POLICY

This policy should be read in conjunction with policy FFI (LEGAL). Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit the YISD Web site. Below is the text of YISD's policy FFI (LOCAL) as of August 15, 2019.

STUDENT WELFARE: FREEDOM FROM BULLYING FFI (LOCAL) BULLYING PROHIBITED

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or 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.

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

TIMELY REPORTING

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

REPORTING PROCEDURES

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

NOTICE OF REPORT

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

PROHIBITED CONDUCT

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

INVESTIGATION OF REPORT

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

NOTICE TO PARENTS

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

DISTRICT ACTION BULLYING

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

DISCIPLINE

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

CORRECTIVE ACTION

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

TRANSFERS

The principal or designee shall refer to FDB for transfer provisions.

COUNSELING

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

IMPROPER CONDUCT

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through FNG (LOCAL), beginning at the appropriate level.

RECORDS RETENTION

Retention of records shall be in accordance with CPC (LOCAL).

ACCESS TO POLICY AND PROCEDURES

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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YSLETA INDEPENDENT SCHOOL DISTRICT
9600 Sims Drive - El Paso, Texas 79925-7225
Phone (915) 434-0000
YISD Security Dispatch (915) 434-0195

SECONDARY CAMPUSES	Phone		Phone
Bel Air H.S. 731 Yarbrough Dr. 79915	434-2000	Indian Ridge 11201 Pebble Hills Blvd 79936	434-5400
Del Valle H.S. 950 Bordeaux Dr. 79907	434-3000	Parkland M.S. 6045 Nova Way 79924	434-6300
Eastwood H.S. 2430 McRae Blvd 79925	434-4000	Rio Bravo M.S. 525 Greggerson Dr. 79907	434-8400
J.M. Hanks H.S. 2001 Lee Trevino Dr. 79935	434-5000	Riverside M.S. 7615 Mimosa Ave. 79915	434-7300
Parkland H.S. 5932 Quail Lane 79924	434-6000	Valley View M.S. 8660 North Loop Dr. 79907	434-3300
Riverside H.S. 301 Midway Dr. 79915	434-7000	Ysleta M.S. 8691 Independence Dr. 79907	434-8200
Valle Verde E.C.H.S. 919 Hunter Dr 79915	434-1500	Young Women's Leadership Academy 8040 Yermoland 79907	434-1300
Ysleta H.S. 8600 Alameda Ave. 79907	434-8000		
Bel Air M.S. 7909 Ranchland 79915	434-2200	Cesar Chavez Acad 7814 Alameda Ave. 79915	434-9600
Del Valle M.S. 8674 North Loop Dr. 79907	434-3300	Plato Academy 8441 Alameda Ave. 79907	434-9000
Desert View M. S. 1641 Billie Marie Dr. 79936	434-5300	Tejas School of Choice 7500 Alpha St 79915	434-9900
Eastwood M.S. 2612 Chaswood St. 79935	434-4300	Ysleta C.L. Ctr 121 Padres Dr. 79907	434-9400

ELEMENTARY CAMPUSES	Phone		Phone
Alicia R. Chacon Intl 920 Burgundy Ave. 79907	434-9200	Mesa Vista 8032 Alamo Ave. 79907	434-2700
Ascarate 7090 Alameda Ave. 79915	434-7400	Mission Valley 8674 North Loop Dr. 79907	434-3700
Capistrano 240 Mecca St. 79907	434-8600	North Loop 412 Emerson St. 79915	434-2800
Cedar Grove 218 Barker Rd. 79915	434-7600	North Star 5950 Sean Haggerty 79924	434-6700
Constance Hulbert 7755 Franklin Dr. 79915	434-6900	Parkland 6330 Deer Avenue 79924	434-6600
Del Norte Heights 1800 Winslow Rd. 79915	434-2400	Pasodale 8253 McElroy Ave. 79907	434-8500
Del Valle 9251 Escobar 79907	434-9300	Pebble Hills 11145 Edgemere Blvd 79936	434-5600
Desertaire 6301 Tiger Eye Dr. 79924	434-2400	Presa 128 Presa Place 79907	434-8700
Dolphin Terrace 9790 Pickerel Dr. 79924	434-6500	Ramona 351 Nichols Rd. 79915	434-7700
East Point 2400 Zanzibar St. 79925	434-4500	REL Washington 3505 Lee Trevino Dr. 79936	434-5900
Eastwood Heights 10530 Janway Dr. 79925	434-4600	Sageland 7901 Santa Monica Ct 79915	434-2900
Eastwood Knolls 10000 Buckwood Ave 79925	434-4400	Scotsdale 2901 Mc Rae Blvd 79925	434-4800
Edgemere 10300 Edgemere Blvd 79925	434-4700	Thomas Manor 7900 Jersey 79915	434-7500
Glen Cove 10955 Sam Snead Dr. 79936	434-5500	Tierra Del Sol 1832 Tommy Aaron Dr 79936	434-5800
Hacienda Heights 7530 Acapulco Ave. 79915	434-2500	Vista Hills 10801 La Subida Dr. 79935	434-5700
Lancaster 9230 Elgin Drive 79907	434-3400	Ysleta 8624 Dorbandt Cir. 79907	434-8900
Loma Terrace 8200 Ryland Ct. 79907	434-2600		

PRE-KINDERGARTEN CAMPUSES	Phone		Phone
Parkland Pre-K Center 10080 Chick-a-dee 79924	435-7800	Ysleta Pre-K Center 7940 Craddock 79915	434-9500