



Frisco Independent School District

Student Handbook

2024-2025 School Year

Frisco Independent School District
Student Handbook
2024–25 School Year

If you have difficulty accessing the information in this document because of disability, please contact your campus receptionist by dialing the main line for your school. Contact information for your campus can be found at www.friscoisd.org. Click on “Schools” and then select your campus.

Frisco ISD Student Handbook

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Our mission is to know every student by name and need.

Frisco ISD Board of Trustees:

Dynette Davis, President

Gopal Ponangi, Vice President

Mark Hill, Secretary

Stephanie Elad

Marvin Lowe

Keith Maddox

Sherrie Salas

Dr. Mike Waldrip, Superintendent

Regular meetings of the Frisco ISD Board of Trustees are usually held on the second Monday of each month in the Frisco ISD Administration Building Board Room, 5515 Ohio Drive, Frisco, TX, 75035. Typically, members meet briefly in open session before moving to closed session. Open session is scheduled to resume at 6:30PM. Occasionally, circumstances necessitate this date and time to be changed. Special meetings are scheduled on a case-by-case basis depending on the meeting agenda. Visit <https://www.friscoisd.org/about/board-of-trustees/home> for more details.

School Hours:

- Early Childhood School 7:40 AM-3:00 PM (full day), 7:40 AM-10:50 AM (half day), 11:50 AM-3 PM (half day)
- Elementary 7:45 AM - 3:05 PM
- Middle/Intermediate School 8:25 AM - 3:45 PM
- High School 9:00 AM - 4:25 PM
- CTE Center 8:45 AM - 4:35 PM
- Student Opportunity Center 8:15 AM - 3:25 PM

A link to the 2024-2025 school year can be found here: [2024-2025 School Calendar](#)

Frisco ISD Student Handbook

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Frisco ISD Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

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

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

Therefore, parents and students should become familiar with the Frisco ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at <https://www.friscoisd.org/about/resources-and-information/student-handbooks>. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus. Please contact your campus principal if you need to schedule a time to review the Code of Conduct at school.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your student’s home campus; please contact your campus principal with this request.

Note: References to board policy codes are included for ease of reference. The district’s official policy manual is available for review at <https://pol.tasb.org/Home/Index/309>.

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The policy manual includes:

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

For questions about the material in this handbook, please contact:

5515 Ohio Drive

Frisco, TX 75035

469-633-6000

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact your campus receptionist by dialing the main line for your school. Contact information for your campus can be found at www.friscoisd.org. Click on "Schools" and then select your campus.

Rights and Responsibilities of Students

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. District schools shall foster a climate of mutual respect for the rights of others. Each student is expected to respect the rights and privileges of other students, teachers, and district staff. Students shall exercise their rights responsibly, in compliance with rules established for orderly conduct of the district's educational program. The district's rules of conduct and discipline are established to achieve and maintain order in the school. Students who violate the rights of others or who violate district or school rules shall be subject to disciplinary measures designed to correct the misconduct and to promote adherence by all students to the responsibilities of citizens in the school community. Harassment of any nature is against the law and school policies. Students will be assigned appropriate consequences for such harassment.

Student responsibilities for achieving a positive learning environment at school or school-related activities shall include:

1. Attending all classes, daily and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being properly attired.
4. Exhibiting respect toward others and school property.
5. Reading and supporting the programs and procedures outlined in the student handbook and other materials.
6. Conducting themselves in a responsible manner.
7. Paying required fees and fines, unless they are waived.

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8. Refraining from violations of the student code of conduct.
9. Obeying all local school rules, including safety rules.
10. Seeking changes in school policies and regulations in an orderly and responsible manner, through appropriate channels.
11. Cooperating with staff in the investigation of disciplinary cases and volunteering information when the student has knowledge relating to a serious offense

Rights and Responsibilities of Parents

Throughout this plan, “parents” includes a single parent, legal guardian or person having lawful control of the student.

Parents have the responsibility to:

1. Make every effort to provide for the physical needs of their child.
2. Discuss school rules and expectations for maintaining a safe and respectful environment for all students.
3. Be sure their child attends school regularly, and promptly report and explain absences and tardies to school. When you call the school, the staff member may ask for symptoms if your child is ill in order to better allow personnel to track trends in illnesses.
4. Encourage and lead the child to develop proper study habits at home.
5. Participate in meaningful parent/teacher conferences to discuss their child’s school progress and welfare.
6. Attend parent-training workshops for home reinforcement of study skills and specific curriculum objectives.
7. Keep informed of school policies and academic requirements of school programs.
8. Participate in school-related organizations.
9. Be sure their child is appropriately dressed for school and school related activities.
10. Discuss report cards and school assignments with their child.
11. Bring to the attention of school authorities any learning problem or condition that may relate to their child’s education.
12. Maintain up-to-date home, work and emergency telephone numbers and other pertinent information at the school.
13. Cooperate with school administrators and teachers.
14. Be sure their child attends school tutorials when required or as the need arises.
15. Read and support the programs outlined in the school handbook and other materials.
16. Submit a signed statement that they understand and consent to the responsibilities outlined in the district’s discipline management plan.
17. Ensure that they and their students understand legal liabilities. Under Family Code §41.001, a student’s parent is legally liable for property damage caused by:

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- 1) The negligent conduct of the student if such conduct is reasonably attributable to the negligent failure of the parent to exercise that duty; or
- 2) The willful or malicious conduct of a student who is at least 12 but under 18 years of age.

Rights and Responsibilities of Administrators

Administrators have the responsibility to:

1. Respond to discipline problems referred to them by teachers.
2. Promote effective training and discipline of all students.
3. Encourage parent communication with the school, including participation in required parent-teacher conferences.
4. Provide appropriate assistance to students in learning mature self-discipline.
5. Assume responsibility and instructional leadership for discipline and for evaluation of the discipline management plan.
6. Successfully complete effective training in the district's discipline management plan.
7. Serve as appropriate role models for the students on their campus in accordance with the standards of the profession.

Rights and Responsibilities of Teachers

Teachers have the responsibility to:

1. Establish rapport and an effective working relationship with parents, students, and other staff.
2. Successfully complete effective training in the district's discipline management plan.
3. Use discipline management techniques developed in the district's behavior management plan.
4. Ensure proper supervision by being in regular attendance and on time.
5. Be prepared to perform their teaching duties with appropriate preparation, assignments and resource materials.
6. Comply with district and school policies, rules and regulations, and directives.
7. Maintain an orderly classroom atmosphere.
8. Teach to the standards of performance required by the district.
9. Teach students to strive toward self-discipline.
10. Encourage good work habits that will lead to the successful completion of assigned work.
11. Serve as appropriate role models for their students, in accordance with the standards of the teaching profession.

Frisco ISD Student Handbook

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

For further information, see the district's human sexuality instruction website at <https://www.friscoisd.org/departments/health-services/school-health-advisory-council>

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. More information regarding SHAC can be found at: <https://www.friscoisd.org/departments/health-services/school-health-advisory-council>
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 38 and FNG(LOCAL).

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

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

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Consent Before Human Sexuality Instruction

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

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

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

Annual Notification

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

There is one elementary school lesson and two secondary school lessons related to the prevention of child abuse, family violence and human/sex trafficking:

Personal Safety/Stranger Danger

Elementary School students receive instruction in anti-victimization during the school year. This instruction includes: saying no and getting away when approached and made to feel uncomfortable or unsafe by another adult, decision making skills, stranger danger, personal safety and how to report and seek help from a trusted adult

Dating Violence/Healthy Relationships

Middle and High School students will receive instruction related to dating violence during the month of February. This instruction includes: characteristics of unhealthy relationships, the assertiveness continuum and communication, emotional self-regulation, decision making skills, personal safety, what is abuse and how to report and seek help from a trusted adult

Human/Sex Trafficking

Middle and High School students will receive instruction related to child abuse, sex trafficking during the month of April. This instruction includes: what trafficking is, forms trafficking takes, how to avoid risks and how to report and seek help from a trusted adult (pending School Board approval)

For further information, see the district's abuse prevention instruction website at [FISD Abuse Prevention](#)

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.

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- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 38 and FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 6 ; **Dating Violence** on page 43 ; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 33]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

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

The district has also established procedures for staff to notify the campus counselor regarding a student who may need intervention.

Campus counselors can be reached by calling the main line for your campus and asking to speak with a counselor. Counselors can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See **Mental Health Support** on page 66.]

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

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

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

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication. This consent will be requested annually through the student enrollment process when a parent elects whether to release student information for school purposes.

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

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

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

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

- Is to be used for school safety,
- Relates to classroom instruction or a co-curricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

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

Opting Out of Advanced Mathematics in Grades 6-8

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

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

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Limiting Electronic Communications between Students and District Employees

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

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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

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Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a student’s education records without written consent.

“Directory information” is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student’s photograph (for publication in the school yearbook);
- A student’s name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition),
- A student’s name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made during the annual registration process. [See **Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families 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.

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information:

- Student name
- Photograph/image
- Date of birth
- Grade level
- Enrollment status
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Honors and awards received
- Schools attended by student

If a parent does not object to the use of his or her child’s information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

If a parent objects to the release of the student information included on the directory information response form, the decision will also apply to the use of that information for school-sponsored

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purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs. FL(LOCAL).

For items for all other purposes, the district will not release student directory information to third party requestors.

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

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name,
- Address, and
- Telephone listing.

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

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

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

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

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

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

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

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

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

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

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

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

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

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

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

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

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

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page 78 and policy EC(LEGAL) for more information.]

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Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

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

If the district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

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

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

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

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

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District Review of Instructional Materials

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

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

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

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Authorized Inspection and Use of Student Records

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 9, are the right to:

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

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

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

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

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

Federal law requires that control of the records goes to the student as soon as the student:

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

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

FERPA permits the disclosure of personally identifiable information from a student’s education records without written consent of the parent or eligible student when school officials have what federal law refers to as a “legitimate educational interest” in a student’s records.

Legitimate educational interest may include:

- Working with the student;
- Considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities;

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- Compiling statistical data;
- Reviewing an educational record to fulfill the official's professional responsibility; or
- Investigating or evaluating programs.

School officials may include:

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

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** on page 9 to prohibit this disclosure.]

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

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

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

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

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

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

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** on page 80 , **Complaints and Concerns** on page 38, and Finality of Grades at policy FNG(LEGAL).]

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

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

Teacher and Staff Professional Qualifications

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

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

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

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A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

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

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

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

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

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

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

[See **Bullying** on page 30 and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as

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persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

A Student in the Conservatorship of the State (Foster Care)

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

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course.

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

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

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;

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- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page 42, **Course Credit** on page 41, and **Students in Foster Care** on page 99.]

A Student Who Is Homeless

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.

Please also check the campus website for information related to services available in the area that can help families who are homeless.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

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

[See **Credit by Examination for Advancement/Acceleration** on page 42, **Course Credit** on page 41, and **Students who are Homeless** on page 19.]

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

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

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

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

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

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Child Find Coordinator

5515 Ohio Dr.

Frisco, TX 75035

469-633-6000

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Transition Supervisor

5515 Ohio Dr. Frisco, TX 75035

469-633-6000

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

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

District Section 504 Coordinators

5515 Ohio Dr

Frisco, TX 75035

469-633-6000

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 22.]

Visit these websites for information regarding students with disabilities and the family:

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

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **Emergent Bilingual Students** on page 52 and **Special Programs** on page 93.]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act of 1973.

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 20 and policy FB for more information.]

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Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your campus.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

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

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

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

Age 19 and Older

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

Compulsory Attendance—Exemptions

All Grade Levels

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

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

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 17.]

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

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed. [See **Driver License Attendance Verification** on page 27.]

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

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

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

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

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

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

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

Compulsory Attendance—Failure to Comply

All Grade Levels

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

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

Students with Disabilities

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

Ages 6–18

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

The notice will:

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

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

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

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

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

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Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

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

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

With the exception of absences due to serious or life-threatening illness or related treatment, as such terms are defined by law, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Any student not receiving credit will receive a zero calculated into their GPA.

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:15 AM (elementary school), 10:05 AM (middle school), and 10:45 AM (high school).

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

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student will be allowed three (3) days to submit a written note excusing an absence (an email is acceptable as a note). Up to 8 days per year (4 per semester) may be excused by a parent note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

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The campus will document in its attendance records whether the absence is excused or unexcused.

The Centers for Disease Control and Prevention (CDC) updated their recommendations for individuals who test positive for COVID-19. Following positive COVID-19 test results, students should stay home from school until they have been fever-free without medication for at least 24 hours and their symptoms have been improving for 24 hours. Parents should submit an absence for COVID-19 the same way they would for any other illness.

All absences, both excused and unexcused, count toward the [90% attendance rule](#) found in Board policy FEC (LEGAL) and FEC (LOCAL). This includes excused absences due to personal illness as a result of COVID-19 or voluntary quarantine due to COVID-19 exposure.

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

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

Within three (3) days of returning to school, a student absent for more than four (4) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

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Excused Absences for Spectators at UIL State Competitions

Frisco ISD students may attend a UIL state competitive event that a Frisco ISD school is participating in and receive an excused absence as a spectator under the following conditions:

Students submit documentation to their school within three days of the event to verify that they attended a Frisco ISD UIL state competitive event. Examples of documentation could include a ticket stub or a parent note documenting that the student attended the event.

- Students may only be excused for one day per event.
- Students may only be excused for two days throughout the school year to attend a UIL state competitive event as a spectator.
- Absences will only be excused for UIL sanctioned events where a Frisco ISD school has made it to the state level of competition and is competing.

Driver License Attendance Verification (Secondary Grade Levels Only)

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

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

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** on page 25 for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

Frisco ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

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

Accountability information can be found on the district's website at <https://www.friscoisd.org/departments/testing/state-accountability>

Hard copies of any reports are available upon request to the district's administration office.

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

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Academic Dishonesty

Academic dishonesty includes cheating, plagiarism, use of artificial intelligence without permission or proper attribution, or any other behavior that results in students presenting work as their own in a dishonest manner.

Plagiarism

Definition: to copy and pass off the expression of ideas or words of another as one's own, use of another's work without crediting the source (Merriam Webster)

- Presenting the work of tutors, parents, siblings, group members, or friends as original work with or without consent of the original author and/or without full acknowledgement.
- Submitting papers, portions of papers, projects, published commentaries, print or digital, or AI generated without crediting the source.
 - Note: AP & IB courses have explicit guidelines regarding the use of AI.

Cheating

Definition: To violate rules dishonestly (Merriam Webster)

- Using any form of memory aid during assessments without the expressed permission of the instructor.
- Using a computer or other means to translate an assignment from one language into another language and submitting it as an original work.
- Giving or receiving answers during assessments.
- Accessing or attempting to access an assessment for determining the questions in advance of its administration.
- Exchanging assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not.

Artificial Intelligence (AI) Software

Students shall not engage in AI plagiarism, which refers to the use of artificial intelligence or automated tools to generate or produce academic work without proper attribution or authorization. AI plagiarism includes but is not limited to, the use of AI-based text generation models to copy, paraphrase, summarize, expand upon, or present someone else's work as their own, without proper citation or acknowledgement.

Examples of AI plagiarism include utilizing AI language models, such as chatbots or essay generators, to create essays, assignments, or any other academic content without sufficient originality or proper citation. Students are expected to uphold the principles of academic integrity, which include the use of their own ideas, proper research and citation practices, and the acknowledgment of external sources.

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Engaging in AI plagiarism not only undermines the educational process and the development of critical thinking skills but also violates the ethical standards of academic honesty.

Consequences for Academic Dishonesty

The teacher will notify the parent and assistant principal of any student who is suspected of academic dishonesty, and the offense will be investigated and documented if the allegation is substantiated. When academic dishonesty is confirmed, consequences will be assigned in accordance with the Frisco ISD Student Code of Conduct. Upon completion or campus-assigned consequences, students may assess on the assignment for which they were academically dishonest in accordance with campus-issued testing requirements. Substantiated incidents of academic dishonesty will result in maximum grades allowed per assessment of learning for which the student was academically dishonest. Maximum grades are as follows **(NOTE: Consequences for academic dishonesty are cumulative across all courses)**:

- 1st Offense: 70%
- 2nd Offense: 60%
- 3rd Offense: 50%
- 4th Offense and beyond: No opportunity to assess; grade will be assigned as a 0%

Students are still expected to be held accountable for producing original work. When work is plagiarized or copied from another student, one or both of the students may receive a disciplinary consequence. Consequences may affect participation in clubs, organizations, and student groups, including honors organizations (see guidelines or by-laws per student group). Failure to report known cheating/plagiarism could result in disciplinary action.

Note - Consequences for academic dishonesty in IB assessments follow IB guidelines.

Armed Services Vocational Aptitude Battery Test (Grades 10–12)

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.

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Academic Lettering (High School Only)

FISD has a long tradition of recognizing and rewarding academic achievement through awarding an Academic Letter. Juniors and seniors may earn this recognition by meeting the standards outlined below.

- A current student must earn a cumulative 4.5 GPA or higher for a minimum of five semesters of high school course work, with at least one being in Frisco ISD
- All classes that count for class rank will be calculated in a student's GPA.
- Students who have less than a 4.5 GPA after five semesters, but whose cumulative GPA improves to 4.5 or higher at the end of any subsequent semester may apply for the award after GPAs are updated by the campus registrar and posted in Family Connection.

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- Students who believe they are eligible after the first semester of their junior year must complete an application for an Academic Letter through the registrar's office.

Participants in Academic UIL and Academic Decathlon may earn this recognition by meeting the standards outlined below:

- A student who wins a medal or ribbon either individually or on a team at the District Academic UIL Competition or Academic Decathlon competition.
- Students who have not medaled but have competed at the district competition for a minimum of two years and are deemed to be of outstanding value to the team may also apply.

Students who believe they are eligible must contact their Academic UIL or Academic Decathlon coach to identify the campus procedure for applying.

Students may receive only one Academic Letter during their high school career.

Students purchase their own jacket, but the campus will provide one Academic Letter at no cost for students whose application is approved by the campus Registrar.

Honor Roll

The data processing clerk may compile an Honor Roll at the end of each nine weeks and at the end of each semester. The "A" honor roll will consist of students with a grade of 90-100 in all of their courses and the A/B honor roll will consist of students with grades of 80-100 in all of their courses.

Local Honors (High School Only)

The valedictorian and salutatorian at each district high school shall be the eligible students with the highest and second highest rank, respectively. To be eligible for this local graduation honor, a student must:

- Have been continuously enrolled in the same District high school for the four semesters immediately preceding graduation, with enrollment by the first day of the second nine-week grading period;
- Be graduating after exactly eight semesters of enrollment in high school; and
- Have completed the foundation program with a distinguished level of achievement.

In case of a tie in weighted GPAs after calculation to the fifth decimal place, the District shall calculate a weighted GPA using only eligible AP courses taken by each student involved in the tie.

See EIC (LOCAL) for information regarding class rank.

Bullying (All Grade Levels)

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

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

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

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

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

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

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

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Students in elementary grades will participate in:

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

Students in secondary grades will participate in:

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

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

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

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

A student may anonymously report an alleged incident of bullying by making a report directly to school personnel. If there is immediate danger, the student should report to the nearest staff member. If there is no immediate danger, the student can make a report to the classroom teacher or go to the front office to speak to the counselor or assistant principal. Many campuses have some type of "bullying report form" located in the office. Students are asked to fill out the report form and the administrator will then investigate the incident. At that time, safeguards are put in place to protect the student during the investigation. Parents are also welcome to make a report in the same manner.

- **STOP!T:** Is an on-line reporting tool designed to deter and mitigate bullying, cyber abuse, and other inappropriate behaviors, consisting of an app and a back-end incident management system for school administrators. Students may choose to remain anonymous.
- Parents can access this system on-line from our FISD website and students in grades 6-12 will have access to the **STOP!T** mobile app.

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

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

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

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

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

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 18.]

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

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

[See **Safety Transfers/Assignments** on page 18, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42, **Hazing** on page 62, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs at the Career and Technical Education Center (CTEC) and FISD high schools. Admission to these programs is based on criteria found in the FISD Academic Guide and Registration materials.

District policy prohibits discrimination 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.

District policy also prohibits discrimination 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 or participation in all educational and vocational programs.

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For information about your rights or grievance procedures, contact the Complaint Resolution Coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** for the name and contact information for the Complaint Resolution Coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.] [See FB (EXHIBIT).]

Celebrations (All Grade Levels)

Although a guardian may provide store bought food to share for a school-designated function, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food. [See **Food Allergies** on page 67.]

Food items to celebrate individuals, including but not limited to student birthdays, are not permitted.

All foods offered or sold on school campus must meet or exceed the USDA Smart Snack Standards on non-party days. Three class parties are allowed every year where foods of minimal nutritional value are allowed.

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

The district has included a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, within our district improvement plan. Please contact the Assistant Director of Federal Programs at 469-633-6000 for further information and access to the District Improvement Plan. NOTE: Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and 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, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

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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** on page 42.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact 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;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

[See **Consent Before Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 7.]

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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, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on 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 at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

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

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

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

Information for class ranking is provided in the Frisco ISD Course Catalog which can be accessed at:

<https://www.friscoisd.org/about/resources-and-information/secondary-course-offerings>

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

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

Campus administration may change a student's schedule at their discretion.

[See **Schedule Changes** on page 100 for information related to student requests to revise their course schedule.]

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College and University Admissions and Financial Aid (All Grade Levels)

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

- 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.

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2022 term through the spring 2024 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

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

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

[See **Class Rank/Highest-Ranking Student** on page 35 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 56 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 18 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

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

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- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Collin County Community College and University of North Texas, which may be offered on or off campus; and
- Enrollment in courses taught at other colleges or universities. The district holds partnerships with certain colleges, and must approve any college courses that the student wants dual credit. Please see the dual credit handbook for more information.

Enrollment in these programs is based on approval from your campus and TSIA 2.0, ACT, and SAT scores.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** on page 54 for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** on page 32 for information on CTE and other work-based programs.

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

Not all colleges and universities accept credit earned in all dual credit, AP or IB 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 and/or admissions.

Communications (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by contacting the campus.

Automated Emergency Communications

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

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[See **Safety** on page 84 for information regarding contact with parents during an emergency situation.]

Automated Non Emergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 84 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted complaint procedures that are available at

<https://www.friscoisd.org/about/board-of-trustees/resolving-complaints>.

The complaint forms can be accessed *online* by clicking [here](#).

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—on and off campus, during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Behavior Management

Frisco ISD no longer utilizes the Campus Behavior Coordinator (CBC) as the sole administrator over student management/behavior. Each campus was required by law to designate a single administrator to implement the district student management/behavior plan.

House Bill 1842, passed in 2015 in the 84th Session of the Texas Legislature, in part amended Chapter 12A of the Texas Education Code (TEC) to create Districts of Innovation. The designation allows school districts to be exempt from certain sections of the TEC, providing more flexibility and control in locally meeting the needs of students and the communities served.

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Please see “School District Authority and Jurisdiction” in the Code of Conduct for additional information.

The contact information for campus administrators available to support behavior management concerns per campus is available on the district’s website at <https://www.friscoisd.org/about/resources-and-information/student-handbooks>.

Questioning of Students

Administrators, teachers, and other professional personnel may question and/or collect a written statement regarding the student’s conduct or the conduct of others with or without the student’s parent or guardian present regarding the student’s own conduct or the conduct of others. In the context of school discipline, students have no claim to the right not to incriminate themselves. Parents may or may not be notified when their child is questioned at school. The nature of the questioning will dictate whether parents are notified.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during the school day. For more information, contact your campus.

Disruption of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

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Social Events

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

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

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

Elementary and Middle School Grade Levels

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

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or assistant principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

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

- The importance of planning for postsecondary opportunities (i.e. college, career, military);

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- 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.
- Workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

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

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

[See **Mental Health Support** on page 66, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 33 and **Dating Violence** on page 43.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

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

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

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

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

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

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

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

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

Kindergarten Acceleration

Information regarding Kindergarten Acceleration can be found at:

<https://www.friscoisd.org/departments/kindergarten/kindergarten-acceleration>.

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination 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.

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination 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.

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

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office or this website:

<https://pol.tasb.org/Policy/Search/309?filter=FFH> [See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated. To report dating violence, see **Reporting Procedures** on page 45.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has additional information about the dangers of dating violence and resources for seeking help.

A [flier](#) from the Texas Attorney General's office includes information on recognizing and responding to dating violence, including contact information for help.

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For more information on dating violence, see the CDC's [Preventing Teen Dating Violence](#).

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, 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 a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and 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 that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;

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- 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 or participates in an investigation of discrimination, harassment, or dating violence is prohibited. 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.

A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 30]

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

If additional information is needed, the District's Complaint Resolution Coordinator can be contacted directly via [https://pol.tasb.org/Policy/Download/309?filename=FFH\(XHIBIT\).pdf](https://pol.tasb.org/Policy/Download/309?filename=FFH(XHIBIT).pdf) (see "EXHIBIT" tab).

Investigation of Report

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

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

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

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

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

Distance Learning (All Grade Levels)

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

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

[See **Remote Instruction** on page 79.]

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 53.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the campus principal a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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

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

School Materials

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

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

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Non-school Materials

From Students

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

Each campus principal shall designate times, locations, and means by which nonschool literature that is appropriate for distribution, as provided in Board Policy FNAA, may be made available or distributed by students to students or others at the principal's campus.

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

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus principal for prior review. The campus principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies FNG, DGBA or GF for more information.]

The campus principal shall designate times, locations, and means for distribution of nonschool literature at the campus. The chief communications officer shall designate times, locations, and means for distribution of nonschool literature on the District's website.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a non-curriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

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Dress Standards

The district's dress standards are established to prevent disruption and support the safety of all students, staff, and campus visitors.

The dress standards of the Frisco Independent School District are meant to promote a positive, professional learning environment where the focus is on instruction and not on clothing. Clothing, hairstyles and accessories will meet reasonable, school-appropriate standards that support a safe school environment.

A student's personal dress standards must adhere to the following general criteria:

1. Shall not lead school officials to reasonably believe that such dress will disrupt, interfere with, disturb, or detract from school activities.
2. Shall not be drug, alcohol, or gang-related, offensive, and/or distract from or interfere with the learning environment of the school.
3. Shall not create a health or other hazard to the student's safety or to the safety of others.

The District prohibits pictures, emblems, or writings on materials or clothing that are lewd, offensive, vulgar, and immodest or promote or refer to alcoholic beverages, drugs, or any other substance prohibited under policy Fisd Board Policy/Exhibit FNCF.

The District also prohibits any clothing that may reasonably be expected to cause disruption of or interference with normal operations. Shirts or other clothing items depicting or promoting acts of violence, guns, weapons, death, dismemberment, disfigurement, gang activity or affiliation, or other offensive items or wording are specifically prohibited. Tactical-style vests or attire that is tactical in nature which may reasonably cause a substantial disruption of the school day is prohibited.

Furthermore, to support proper hygiene on campus and maintain an environment conducive to learning, blankets and pillows, whether "worn" or carried, are prohibited on campus, unless otherwise directed by the school staff.

The following statements serve as guidelines so that there is no question of what is acceptable.

Clothing - General	Clothing should be worn for the purpose for which it was designed.
Dresses and Skirts	Must extend below the undergarment area at all times whether in standing or sitting position.
Head Coverings & Sunglasses	Sunglasses and/or any head coverings that might conceal all or some portion of the face from clear view are not permitted to be worn in the building.

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Pants/Shorts	<p>Undergarments should not be visible at any time. Tears, frays, or ragged edges and holes may only be below the buttocks and pelvic region at all times. Shorts, including athletic shorts, must extend beyond the buttocks and pelvic region at all times.</p> <p>If tights, leggings, or other form-fitting pants are worn, the buttocks and pelvic region must be covered at all times by a dress, shirt, skirt, or shorts.</p>
Shoes	<p>Shoes with a hard sole must be worn at all times; house shoes are not permitted. Tennis shoes should be worn in physical education classes. Shoes with wheels are not allowed.</p> <p><i>Elementary: Students are discouraged from wearing flip-flops, heels, and/or wedges as these types of shoes can pose a hazard on the playground.</i></p>
Shirts and Tops	<p>Sleeveless tops must be wide enough to cover undergarments.</p> <p>See-through, strapless, bare midriff, underwear-type sleeveless shirts, beachwear, swimwear, tube tops, and low-cut clothing is not permitted.</p> <p>Shirt hems should extend to or past the waist of pants/shorts/skirts at all times.</p>

Students in violation of the student dress and grooming code will be expected to change to appropriate attire (provided by the school when possible) when violations occur. Students will not be allowed to leave campus for the purpose of changing clothes.

Secondary students who refuse to meet this requirement of compliance with the Dress and Grooming Code may spend the day in In-School Suspension.

Students are expected to be in compliance with the dress code at any school-related event or activity; school officials have the authority to ask students to leave if they are inappropriately dressed.

Note: *The principal, in connection 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 and may impose higher standards.*

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Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, Smart Watches, and Other Electronic Devices

The district permits students to possess personal cell phones; however, all personal devices must be silenced and put away in accordance with campus expectations during the instructional day and/or when not in use for *campus-approved* instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

[See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 99 for graphing calculator applications on computing devices.]

A student must have approval to possess and use other personal telecommunications devices on campus such as laptops, tablets, and headphones. Without such permission, teachers will collect the items and turn them in to the principal's office.

Students are not permitted to film, record, or capture images of others without prior written consent signed by the subject and, as applicable for students under the age of 18, the subject's parent or adult guardian. Prior written consent must be on-file with campus administration in advance of any permitted audio, film or photographic recording. The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at school-related or school-sponsored events.

If a student does not adhere to campus expectations regarding electronic devices and technology, it will result in confiscation of the device. The device will only be returned to a parent or guardian.

- The first offense will result in the phone/watch/tablet being taken up and returned to the parent with a warning for the student/parent.
- The second offense will result in a \$15 fine being required before the phone/watch/tablet is returned to the parent.
- The third offense will result in an additional \$15 fine being required before the phone/watch/tablet is returned to the parent.
- A fourth offense will result in the phone/watch/tablet being confiscated for the remainder of the school year and an additional \$15 fee being required for the return.

Parents will be notified within two school days after the device has been confiscated and may set a time to pick up the device and pay the fine if applicable. *If the parent refuses to pick up the phone or pay the fine, the company whose name and address appear on the device will be notified if applicable.*

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. Failure to cooperate with a lawful search may be considered in the assignment of disciplinary consequences. [See **Searches** on page 88 and policy FNF for more information.]

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Discipline may be assigned in accordance with the Frisco ISD Student Code of Conduct for violations of using/exhibiting prohibited items, including but not limited to telecommunications devices. Additional consequences may also be assigned in accordance with the Frisco ISD Student Code of Conduct if a student refuses to comply with directives regarding the confiscation of a cell phone. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be silenced and put away in accordance with campus expectations during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

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

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 57 and **Standardized Testing** on page 96.]

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Emergent Bilingual Students (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 91, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

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

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

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 100.]

Eligibility for 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 and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

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

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

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

In addition, the following applies to all extracurricular activities:

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

Standards of Behavior

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

Offices and Elections

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

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including but not limited to:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.

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- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost or damaged, or overdue library books.
- Fees for driver training courses.
- One time insurance fee for 1forAll Chromebooks.
- Fees for lost or damaged Frisco ISD issued device and/or charger (ie. Chromebook, iPad, Kajeet Hotspot).
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 100.]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through RAIL, the Texas Virtual School Network (TXVSN), and other outside service providers.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal or designee. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

Grade-Level Classification (Grades 9–12 Only)

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

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The following standards apply to grade classification. Standing is determined at the start of each school year. Classification is for the complete school year.

High School Core Classes:

- **English:** I, II, III, IV
- **Math:** Algebra I, Geometry, Algebra II and/or 4th Math
- **Science:** Biology, Chemistry, Physics, or other approved course
- **Social Studies:** World Geography, World History, US History, Gov't/Eco

Freshman Classification:

A student entering high school for the first time **or** having fewer than six credits is classified as a 9th grader (Freshman)

To Become a Sophomore:

A student who has earned a minimum of 6 credits with **3** of the 6 earned in Core courses will be classified as a sophomore.

- **6 total credits:** 3 credits earned from any of the following courses:
 - English I
 - Algebra I or Geometry
 - Biology or other eligible 9th Grade science Course
 - World Geography or other required social studies if moved in

To Become a Junior:

A student who has earned a minimum of 12 credits with **6** of the 12 earned in Core courses will be classified as a junior.

- **12 total credits:** 6 credits from any of the following courses:
 - English I, II
 - Algebra I, Geometry or other required math course
 - Biology, Chemistry, Physics, or other approved science course
 - World Geography, World History or other required social studies course

To Become a Senior:

A student who has earned a minimum of 18 credits with **9** of the 18 in Core courses and who is enrolled in a program that will allow for graduation will be classified as a senior.

- **18 total credits:** 9 credits from any of the following courses:
 - English I, II, III
 - Algebra I, Geometry or other required math course
 - Biology, Chemistry, Physics, or other required science course
 - World Geography, World History, US History, or other required social studies courses.

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Students who are enrolled in the correct number of credits to graduate in the current school year may also be classified as a senior with principal approval.

Grading Guidelines (All Grade Levels)

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

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo or reassess will be communicated by the teacher; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page 80 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

Testing Requirements for Graduation

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

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

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

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State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See **Standardized Testing** on page 96.]

Foundation Graduation Program

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

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

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

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

A **Personal Graduation Plan** will be completed for each high school student, as described on page 98.

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

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

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

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

Credits Required

Specific information about the graduation programs and the endorsements may be found starting on page 40 of the Frisco ISD High School Academic Guide at [Frisco ISD Academic Guide and Course Catalog](#)

Additional considerations apply in some course areas, including:

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

Available Endorsements

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

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). For additional information, please contact your high school counseling office.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;

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

Please contact the school counselor for more information.

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

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

Personal Graduation Plans

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

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

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

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

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

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

Available Course Options for All Graduation Programs

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

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

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

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the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

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

Students with Disabilities

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

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

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

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

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

Graduation Activities

Please contact your campus for a list of graduation activities and attendance eligibility. Keep in mind that participating in the ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year may be allowed to participate in the graduation ceremony and related graduation activities in accordance with stipulations set by the campus principal or designee at the time of the placement determination or as necessary to protect the safety and security of students and the graduation activities.

Graduation Speakers

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

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer. Only selected volunteers will be permitted to speak. For timing and consistency, the District will have graduation speeches recorded prior to the ceremony.

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

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 54.]

Scholarships and Grants

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

See **College and University Admissions and Financial Aid (All Grade Levels)** on page 36 for more information.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

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

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See **Bullying** on page 30 and policies FFI and FNCC for more information.]

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Health—Physical and Mental

Illness (All Grade Levels)

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

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse. The school nurse can also provide information about documentation or symptom improvement required for the student to return to campus.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

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

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

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347.

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

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

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

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 68.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

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

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. A medical provider's instruction or order may be required at the

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discretion of the school nurse prior to administration of a nonprescription medication. **Note:** Insect repellent is considered a nonprescription medication.

- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

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

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies** on page 68.

Unassigned Epinephrine Auto-injectors

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

An "unassigned epinephrine auto-injector" is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

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

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

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Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress

The district will provide at each campus school personnel who are trained to administer prescription medication for respiratory distress during regular school hours.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL)

Unassigned Opioid Antagonists (All Grades)

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

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

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

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

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

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

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

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 6 and **Consent to Provide a Mental Health Care Service** on page 8 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 40 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 69 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 69 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Junior High/Middle School

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

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

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3–12)

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

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results of his or her child's physical fitness assessment conducted during the school year by contacting your campus.

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

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

See policy FFAA(LEGAL).

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 with their personal medical provider, in addition to his or her required physical examination, at the student's and/or their parent's expense.

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at [Bacterial Meningitis](#) for information regarding meningitis.

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

[See **Immunization** on page 63.]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment

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while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. Additionally, please fill out the [Special Diet Accommodation form](#) if your child plans on eating food provided by the school cafeteria.

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

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at

https://www.friscoisd.org/docs/default-source/health-services/allergy02.pdf?sfvrsn=61897d6_8

[See **Celebrations** on page 33 and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 22 and contact the school nurse for more information.]

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

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- The campus nurse;

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- The school counselor;
- The local public health authority -
 - The Collin County Health Department, which may be contacted at 972-548-5500
 - The Denton County Health Department, which may be contacted at 940-349-2900
- A local mental health authority which can be found at <https://hhs.texas.gov/services/mental-health-substance-use/mental-health-substance-use-resources/find-your-local-mental-health-or-behavioral-health-authority>.

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at [Policy and Procedures](#)

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. *Programs provided include but are not limited to: Signs of Suicide Prevention Program; Olweus Bully Prevention Program; Safe Schools Surveys; Classroom Meetings/Morning Meetings; Whole Child Committee Meetings; Provide Community Resources; Student Ambassador Program; Student Clubs promoting connectedness; Anti-Vaping Campaign; Character Program; College Week; Red Ribbon Week; and Monthly Parent Communication from Guidance and Counseling Department.*

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

For further information regarding these procedures and access to the District Improvement Plan, please contact:

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Assistant Director of Federal Programs

469-633-6000

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

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

<http://www.friscoisd.org/departments/health-services/school-health-advisory-council>

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at

<http://www.friscoisd.org/departments/health-services/school-health-advisory-council>

[See **Consent to Human Sexuality Instruction** on page 6 and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please see <https://www.friscoisd.org/departments/health-services/school-health-advisory-council>

Homework (All Grade Levels)

Elementary School Students:

Homework assignments can be an extension of unfinished classroom work or a review of previously taught skills. Parents are not expected to instruct their children. They are expected to assist if the need arises. Students should understand what they are to do before they leave school for the day and be able to complete the assignment in a relatively short period of time. Drill-type activities are ones that should be completed quickly. Elementary school students should spend no more than 10 minutes per grade level on homework, including nightly reading; (i.e. first grade 10 minutes, second grade 20 minutes, third grade 30 minutes, etc.). If homework routinely takes more time than this, students or parents are encouraged to talk to the teacher privately and explain the concerns students are experiencing with their homework. Teachers, students and parents should work together to ensure a reasonable homework load.

Parents should ensure that their child does the homework each day. Regular monitoring of homework provides a good overview of how and what the student is doing in various subjects.

Homework provides a regular channel of communication between the parent and teacher.

Middle and High School Students:

Homework may be assigned as part of the student learning process. In the natural development of a student's learning, the time necessary to complete homework and study to attain competency and depth in knowledge will become greater as the student moves into areas of higher learning. The nature of most subjects in the curriculum is such that some work outside of class is necessary to reinforce learning and ensure progress. Even when homework may not be assigned, study in the course content is advised. Parents can contribute greatly to their student's success in school by encouraging home study and providing ample time and a quiet location for working.

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Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

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

Students Taken into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

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- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

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

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office 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 for documentation purposes. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day.

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

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted in writing by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Students in elementary school or who otherwise demonstrate an inability to care for themselves independently will not be released unaccompanied.

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

During Lunch

Frisco ISD campuses are closed campuses. Students are NOT allowed to leave campus during

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lunch.

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

DAEP Makeup Work

Grades 9–12

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

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Multi-tiered Systems of Support (MTSS)

Frisco ISD utilizes a multi-tiered framework that provides responsive services for all students. It is a process that provides high-quality, research-based instruction based on learner needs. Needs are identified by monitoring students' progress. Adjustments to instruction and interventions are based on students' performance and rate of success.

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What is MTSS?

A Multi-Tiered Systems of Support (MTSS) includes both RTI and PBIS. Response to Intervention (RTI) is a multi-tiered framework primarily for academic support, whereas Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered framework for behavioral supports. RTI and PBIS both focus on providing support at different levels of intensity based on what the student needs—at the school-wide (Tier 1), targeted (Tier 2), and individual (Tier 3) levels of support.

MTSS promotes a well-integrated system, connecting general, gifted, and special education with intervention and enrichment services. MTSS provides high-quality, standards-based instruction and intervention that is matched to students' academic, social and behavioral needs.

Student Support Team

Each campus has a designated Student Support Team that is composed of a diverse team of experts who work together to review data, plan, monitor progress and problem solve regarding concerns related to children who are not making adequate progress in any area of school functioning (i.e., academics, behavioral, emotional, social). The Student Support Team goal is to utilize the MTSS processes and framework to assist and support all students in experiencing educational success to the greatest degree possible. Student concerns may be referred to the campus Student Support Team by both school staff and parents.

Key Principles of a Multi-tiered Systems of Support

- Prevention
- Intervene early
- Use a multi-tiered model of service delivery
- Match instruction to the learners' needs
- Use progress-monitoring data to change instruction within each tier
- Use research-based interventions and instruction
- Monitor student-progress frequently
- Employ practices to ensure that interventions are implemented consistently and correctly
- Document and encourage parental-involvement in all steps of the process

Potential Benefits of MTSS

- Improves education for ALL students
- Eliminates the "wait to fail" situation that prevents at-risk students from receiving services earlier rather than later
- Provides instructionally relevant, easily understood information through progress-monitoring techniques
- Encourages collaboration among educators, families and community-members

Parents of students supported by an intervention action plan will be informed in all steps of the MTSS process, and communication will be ongoing regarding any interventions used to assist their child.

The following TEA website provides additional information and resources specific to students who are having difficulty in the regular classroom.

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Student Handbook Statement: ([English](#) | [Spanish](#))

If you would like to have more information regarding Frisco ISD's Multi-tiered Systems of Support (MTSS) process, please contact your child's teacher, counselor or administrator.

Nondiscrimination Statement (All Grade Levels)

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

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

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

District Title IX Coordinator

Shelley Anderson

Complaints and Resolution Coordinator

469-633-6000

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

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

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

District Section 504 Coordinator

469-633-6000

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

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Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day 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 your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 40.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 80.]
- Becoming a school volunteer. [See **Volunteers** on page 102 and policy GKG for more information.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and visit our website at <http://www.friscoisd.org/departments/district-committees>
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contact school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular meetings of the Frisco ISD Board of Trustees are usually held on the second Monday of each month in the Frisco ISD Administration Building Board Room, 5515 Ohio Drive, Frisco, TX, 75035. Typically, members meet briefly in open session before moving to closed session. Open session is scheduled to resume at 6:30PM. Occasionally, circumstances necessitate this date and time to be changed. Special meetings are scheduled on a case-by-case basis

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depending on the meeting agenda. Visit <https://www.friscoisd.org/about/board-of-trustees/home> for more details.

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit for a fee to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars or revoke parking privileges that are parked in violation of these rules.

If the parking permit is revoked, the fee is non-refundable. Student actions that may lead to the revocation of this privilege to include, but are not limited to the following:

1. Any behavior, on or off school grounds, which threatens the health and safety of individuals such as careless driving or speeding, theft or damage to property.
2. Possession of a weapon or possession, use, sale or the distribution of alcohol, drugs or controlled substances, drug paraphernalia, or any other contraband.
3. Continued and willful disobedience of parking lot rules especially those relating to speed exceeding 10 MPH, parking the fire lanes or handicap spaces, sitting in car, loitering, littering, parking in areas not designated for student parking, or improper displaying of the parking permit.
4. Selling or lending a parking permit to anyone who is restricted from parking on campus. The receiver of the parking permit will also be subject to disciplinary action.
5. Failure to pay fine(s).
6. Failure to comply with school administration to search the student's vehicle due to an alert from a random canine search for drugs or other contraband.

Booting Guidelines

All vehicles parked on FISD campuses are subject to booting if they do not have a parking sticker issued by FISD or FISD campuses. This also applies for being parked outside of designated student parking areas (staff parking lot, visitors parking, etc.). Illegally parking in handicapped parking may be referred to local police.

Fees

1. All fees collected for parking passes are nonrefundable.
2. \$50 - First & second semesters gives students approval to park in designated spaces during school hours. \$25 Spring semester only. (Begins on Jan 1).
3. There is a \$5 charge when purchasing an additional pass necessitated by driving another vehicle. This vehicle must also be registered in accordance with campus expectations and be currently insured under the same policy as the originally registered car.
4. There is a \$10 replacement fee if the permit is lost, stolen, or misplaced.
5. The parking fee is non-refundable once the semester begins or if the parking permit is revoked. Students are responsible for safeguarding their permits.

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6. Fines for not having a sticker and/or not parking in designated student parking areas:

1st Offense: Vehicle booted or warning sticker applied, parent contact /warning

2nd Offense: Vehicle booted or warning sticker applied, parent contact / \$10 fee

3rd Offense: Vehicle booted or warning sticker applied, parent contact / \$20 fee

4th Offense: Vehicle booted or warning sticker applied, parent contact / \$30 fee

Subsequent Offenses: subject not having eligibility to park on campus and disciplinary measures may apply.

7. Student parking is not allowed in any staff designated areas, bus lanes, visitor parking, or any other non-student designated areas during the school day.
8. Temporary permits will only be issued to students who have purchased and displayed an Frisco ISD parking permit.
9. After receiving notification of a violation, the student must go to the online school fees.com within (5) five days to pay fines. Unpaid fines may result in a hold at registration, graduation, or prom.

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 12.]

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

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

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

- Teacher recommendation,

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

Repeating Pre-Kindergarten—Grade 8

For pre-kindergarten, before the last day of a student's pre-kindergarten year, a parent may request in writing that a student repeat pre-kindergarten.

For any grade K-8, a parent may request in writing that a student repeat their current grade level before the first day of school.

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

Elementary and Middle/Junior High Grade Levels

In grades 2 – 5, promotion is based on:

- A final overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas; and a grade of 70 or above in four of the following areas: reading, language arts, mathematics, science and social studies.
- A child may be promoted to the next grade level even if Texas Essential Knowledge and Skills were not mastered if the promotion and retention committee recommends promotion.
- The state requires 90% attendance. A child may be promoted even if he/she has more than the number of absences allowed if the promotion and retention committee recommends.

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

Refer to EIE(LOCAL) to review promotion standards for respective grade levels.

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification on page 55.**]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 57 and **Standardized Testing** on page 96 for more information about EOC assessments.]

Repeating a High School Credit Course

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

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

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See **Leaving Campus** on page 72.]

Remote Instruction

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

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

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

Elementary School Students:

Report cards are issued to students in Kindergarten through 5th grade every nine weeks. The report card cover must be signed by the student's parents and returned to school. Progress reports are sent to parents in the Take-Home folder during the fifth week of the nine-week period.

- Classroom teachers are to assign a grade that reflects the student's relative mastery of an assignment. A teacher is not to assign a minimum grade for an assignment without regard to the student's quality of work.
- In accordance with grading guidelines, the opportunity for a student to redo an assignment is up to the professional judgment of the teacher.
- Students must be given the opportunity to retake a test for a maximum grade of 70.

Homework may count a maximum of 5% of the total grade per each nine weeks.

During the first semester, teachers will schedule a conference with each student's parents. The teacher will discuss the student's progress in school. A second conference in the second semester may be held. However, teachers and parents may also talk with each other by telephone, e-mail or in person at other times during the school year. Parents may call the school office to leave a message for their child's teacher at any time. The teacher will return the call as soon as possible in order to talk or schedule a conference for a later time.

Middle and High School Students:

Report cards with each student's grades or performance and absences in each class or subject are issued every nine-week marking period.

At the end of the first three weeks of a grading period, parents will receive a progress report of their child's performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent may be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** for how to schedule a conference.]

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

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

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

The district uses an electronic program to communicate academic information about your child, including for report card and progress reporting purposes.

Student Responsible Use Policy

Frisco ISD provides students with access to the District's electronic communications system for educational purposes. The electronic communications system is defined as the District's network, servers, computers, mobile devices, peripherals, applications, databases, online resources, Internet access, email and any other technology designated for use by students, including all new technologies as they become available. Please note that the Internet is a network of many types of communication and information networks, including websites and app resources, and is part of the district's electronic communications systems. Websites and apps offer a variety of opportunities to extend learning outside of the classroom and build student digital citizenship skills.

In accordance with the Children's Internet Protection Act, Frisco ISD educates staff and students regarding appropriate online behavior to ensure Internet Safety, including the use of email, websites, and apps. While the District uses filtering technology and protection measures to restrict access to inappropriate material, it is not possible to absolutely prevent such access. **It will be each student's responsibility to follow the rules for appropriate and responsible use.**

Access to the Frisco ISD network is a privilege. Administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.

Websites and Apps

For students under the age of 13, the Children's Online Privacy Protection Act (COPPA) requires parental permission for education software tools. Keeping your student's data private is our priority.

A list of applications and websites that meet the district's data privacy requirements and may be used in classrooms is available on the Frisco ISD website at:

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<https://sites.google.com/friscoisd.org/student-data-guidelines/home> Parents wishing to deny access to these educational tools must do so in writing to the campus principal.

All students in Frisco ISD must adhere to the following digital learning standards of responsible use for positive digital citizenship:

- ❑ The District may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.
- ❑ Students are responsible at all times for their use of the District's electronic communication system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them the freedom to do otherwise. Students will not retrieve, save, distribute, or display hate-based, offensive, or sexually explicit material.
- ❑ Students must log in and use the Frisco ISD filtered wireless network during the school day on District assigned and/or personal electronic devices.
- ❑ Students must not access, modify, download or install computer programs, files or information belonging to others.
- ❑ Students must not waste or abuse school resources through unauthorized system use (e.g. playing online games, downloading music, watching video broadcasts, participating in chat rooms, etc.).
- ❑ Students must not alter or damage computers, devices, networks, printers or other equipment except as directed by a staff member.
- ❑ Students will refrain from attempting to bypass, hack, or circumvent security settings or Internet filters, or interfere with the operation of the network by installing software or web-based services.
- ❑ Technology, including electronic communication, should be used for appropriate educational purposes only and should be consistent with the educational objectives of Frisco ISD.
- ❑ Students must not release personal information on the Internet or electronic communications.
- ❑ Students are responsible for not pursuing material that could be considered offensive. Students should notify a teacher or administrator immediately if they encounter materials which violate appropriate use.
- ❑ Students are responsible at all times to keep their district issued network and email account safe and secure. Do not share usernames, passwords or other account information. Report any suspected unauthorized use of their account to a teacher or district official immediately.
- ❑ Students should never attempt to access other users' accounts, files or other digital resources.
- ❑ Masquerading, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out email, creating accounts, or posting messages or other

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online content (e.g. text, images, audio or video) in someone else's name or using someone else's likeness.

- ❑ Students will use electronic mail and other means of electronic communications responsibly and should not create, publish, submit, distribute or display any abusive, obscene, sexually oriented, threatening, and/or harassing content used to damage another's reputation. Students should report any instances encountered.
- ❑ Students should only use school network directories that are designated for student use and for the purpose designated by the teacher.
- ❑ Students shall respect the intellectual property of other users and information providers. They will obey copyright guidelines, and will not plagiarize or use the work of others without proper citation and permission.
- ❑ Students will be polite and use appropriate language in electronic mail messages, virtual learning environments, online postings, and digital communications with others. They will refrain from using profanity, vulgarities, or any other inappropriate language as determined by school administrators.
- ❑ Students are expected to care for district-owned technology and report any issues to campus staff as soon as they are discovered. Intentional damage will not be tolerated and appropriate consequences will be applied, including financial responsibility for repair/replacement if needed.
- ❑ Students' use of generative artificial intelligence applications, like all technology tools, should be conducted in a meaningful, safe, and responsible way.
- ❑ Students should not use artificial intelligence applications to complete assignments without permission and guidance from the teacher.
- ❑ When artificial intelligence applications are used by the student, students are expected to cite AI generated content properly.
- ❑ The student will not use any personal identifiable information when using artificial intelligence applications.
- ❑ Students will not digitally manipulate any form of media to replace one person's likeness with that of another.

The District makes no guarantee that the functions or the services provided by or through the district system will be error-free or without defect. The District will not be responsible for any damage the user may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising from unauthorized use of the system.

Computer network privileges, including Internet access, will be granted only after the online registration signature page acknowledging the Fisd Technology Responsible Use policy is received. Violation of any of these standards may result in suspension of computer use, Internet privileges and/or other disciplinary or legal action. By signing, you and your child agree to comply with the responsible use policy presented here.

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Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

Returning to Campus from DAEP/JJAEP

When a student completes a placement at the District Alternative Education Program (DAEP) or Juvenile Justice Alternative Education Program (JJAEP), a return to campus meeting must be conducted before the student transitions back to their home campus. For this meeting, a committee consisting of the assistant principal, school counselor, school resource officer, and other district representatives will be consulted to determine if the student could reasonably present a safety issue for the campus or students on the campus. If so, the committee shall create a behavior plan for the student that if not adhered to, may result in the loss of privileges, including loss of participation in extracurricular and co-curricular activities. The District may at any time remove a student or prevent a student from participation in extracurricular and co-curricular activities, including curricular and non-curricular clubs and organizations, if determined to be in the interest of student safety.

Safety (All Grade Levels)

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

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

Accident Insurance

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

For additional student accident insurance information visit the District Risk Management Department website:

<http://www.friscoisd.org/departments/risk-management>

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Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, each school will conduct emergency preparedness drills consistent with statutory requirements found in the Texas Administrative Code and Texas Education Code. When an emergency drill alert is sounded or an alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

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

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

Emergency Medical Treatment and Information

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

The district may consent to medical treatment, including dental treatment, if necessary, for a student if:

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

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

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

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

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If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: District website and the District's phone, email and text message system.[See **Automated Emergency Communications** on page 37.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 96.]

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

Students pre-enroll in the spring, and the master schedule is based on that information. Each student should decide during the course enrollment process window the courses he/she will take the following year. Pre-enrollment is done the preceding year, and each student is to follow the courses he/she has chosen and put on his/her pre-enrollment sheet. However, there are times when the administration finds it necessary to alter pre-enrollment choices in order to equalize class sizes or to provide for other unavoidable circumstances. Counselors are primarily responsible for making schedule changes and will follow the guidelines listed below.

Changing Class Schedules

Students pre-enroll during the spring semester for the upcoming school year, and the master schedule will be based on that information. Students will be able to view and change their course requests before the yearly deadline printed in the Fisd High School Academic Guide. After this date, no course changes (including all CTE classes, core classes, and level changes) are allowed. Exceptions that will be allowed are: athletics, band, choir, orchestra, color guard, drill team, and academic decathlon. These must be requested by the 7th school day of the year. Students should follow the course request or schedule change process communicated by the home campus. Advanced/AP® classes may be dropped only at the 6 week mark of a course, or at the end of the semester. The decision to make a schedule change will need to be made between the teacher and parents in the best interest of the student. Campus administration has final approval on all schedule changes.

Middle School Advanced Algebra I Exception

Middle school students who take Advanced Algebra I are allowed to drop the class prior to the beginning of the second nine weeks. The decision to make a schedule change will need to be made between the teacher and parents in the best interest of the student, understanding that these classes will affect the high school GPA (grade point average). All schedule changes must be approved by the Principal or designee. This is the only middle school course that will have an exception.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

FISD Risk Management

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469-633-6000

Food and Nutrition Services (All Grade Levels)

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

Some students are eligible for free and reduced-price meals based on financial need. 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 requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, please visit our website:
<https://www.friscoisd.org/departments/child-nutrition/free-meals>

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. Upon request, the district will present the parent with a schedule of repayment for any outstanding account balance. Meal applications for free or reduced priced meals are available on-line at www.schoolcafe.com and in every school's front office.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the district will follow the Fisd Meal Charging Policy by grade level. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. "Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant

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Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW Washington, D.C. 20250-9410; or
2. fax: (833) 256-1665 or (202) 690-7442; or
3. email: Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the Texas Department of Agriculture (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See Nondiscrimination Statement on page 139 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see campus administration. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child’s school assignment area may contact the district’s IPM coordinator:

IPM Coordinator

FISD Risk Management Program

469-633-6500

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

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Library (All Grade Levels)

The library is the hub of the school, where students and staff can access information resources including books, technology, assistance in research and much more. Frisco ISD Library Services seeks to inspire a community of passionate readers, lifelong learners, and innovators who inspire the world around them. Please check with your campus librarian for the times the library is opened for independent student use.

For more information regarding Library Services, please visit the Frisco ISD Library Services website: <https://www.friscoisd.org/departments/library-media-services/home>

Use of Hallways during Class Time (All Grade Levels)

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

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

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

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

Students must leave campus immediately after dismissal from school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Non Curriculum-Related Groups (Secondary Grade Levels Only)

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

A list of these groups can be made available by the home campus upon request.

School-Sponsored Field Trips (All Grade Levels)

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 that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** on page 94 for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

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Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

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

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

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

District Property (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

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

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See **Electronic Devices and Technology Resources** on page 51 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

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

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Drug Testing (Secondary Grade Levels Only)

Alcohol/Drug Testing for Athletes

Athletics are school-sponsored activities that are not directly related to instruction of essential knowledge and skills but may have an indirect relation to some areas of the curriculum. Participation in athletics is a privilege, not a right. Students shall meet specific requirements in order to participate in these activities. The District shall require all participants in athletics for grades 9-12 to undergo random drug and alcohol testing.

Substance Abuse Prevention and Testing Policy for Student Athletes

Purpose

The Frisco ISD Board of Trustees is strongly committed to drug prevention education, to the creation of a safe environment, and to providing a climate where all students can reach their potential. The use of alcohol and illegal or intoxicating drugs presents a threat to the safety, health, and welfare of both our employees and our students. Because of the risks associated with such abuse, the board supports a student testing program for drugs and alcohol. It is the District's hope and intent that this program will encourage students to avoid the use of drugs or alcohol and to provide those who choose to use drugs and alcohol a reason to stop. Helping those students in need is the District's primary concern. The support of parents and community is vital to the success of this program.

Alcohol/Drug Testing for Athletes

Athletics are school sponsored activities that are not directly related to instruction of essential knowledge and skills, but may have an indirect relation to some areas of the curriculum. Participation in athletics is a privilege, not a right. Students shall meet specific requirements in order to participate in these activities. The District shall require all participants in athletics grades 9-12 to undergo random drug and alcohol testing.

Required Permission

In order for a student to participate in athletics, both the student and a parent or guardian must annually sign a consent form agreeing to be subject to rules and procedures of the Frisco ISD drug testing program. If the student is of legal age, then only the student will be required to sign the consent form. A student who volunteers to be tested must also have a consent form signed by both the student and a parent or guardian. A student of legal age who volunteers to be tested may sign his or her own consent form.

Testing Procedures

Testing shall be done in accordance with accepted practices and procedures established by the certified drug-testing laboratory contracted by the District. The testing parameters shall be set at industry standards as defined by the National Institute for Drug Abuse. Following a positive test result, the specimen collection and chain of custody form will be provided to the parent of the student upon request.

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The district will make a list of the exact substances for which tests will be conducted available to students and parents upon request. The District reserves the right to test for, but is not limited to testing for, cannabinoids, cocaine, opiates, benzodiazepines, phencyclidine, amphetamines, ecstasy (all 4 types), methadone, creatinine, BUN, pH, inhalants and/or psilocybin, esoteric drugs (K2 and latest designer drugs) and all other illegal, intoxicating or addictive drugs. Athletes in grades 9-12 shall be tested on a random basis throughout the school year. A student who refuses to be tested or fails to provide a sample (including students who have been determined to have made an attempt to avoid random testing by leaving campus or avoiding test administrators) when selected or who is determined to have tampered with a sample shall be deemed to have a positive test result and shall be subject to appropriate consequences.

Privacy

Student privacy shall be protected to the maximum extent possible. Testing results shall be sent directly to the District. The contracted laboratory shall notify the Athletic Director of the results. Records of test results shall be kept confidential and provided only to the student, the student's parents, and designated District officials responsible for administering the drug-testing program, and other staff who have a legitimate educational interest in the information. Upon written request of parents/guardians or a student of legal age, records may be released to treatment facilities.

Prescription Medications

Information about a student's current prescriptions and use of over the counter drugs is necessary in order to ensure the accuracy of testing results. Parents and student athletes should submit the Frisco ISD Drug Testing Acknowledgement form with all medications (prescribed and/or over-the-counter) taken by the athlete listed on the back of the form.

If selected for screening, the athlete is responsible for notifying the drug testing representative, at the time the Chain of Custody form is being filled out, of any and all medications currently being taken (prescribed and/or over-the-counter). Failure to submit such information may result in a false positive test. When an athlete tests positive for a prescription medication, a note from the prescribing physician will suffice as evidence to counteract a Positive test as long as said medication was listed on the Chain of Custody form at the time of testing.

Consequences of Positive Testing

Consequences of an initial confirmed positive test result shall be as follows:

- 1. The coach will notify the parent/guardian of the positive test result and the pending consequences of the positive test.*
- 2. Upon parent request, the student may be referred to the campus counseling center for resources.*
- 3. The student will be suspended from participation in extracurricular competitions for the next 2 calendar weeks in which competitions the student would otherwise participate in*

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occur. The suspension will be carried over from one season to the next if there are not 2 calendar weeks in which competitions occur remaining in the season.

- 4. Prior to returning to participate in any athletic competition, follow-up tests will be conducted and the level of the illegal substance must have declined since the previous test.*
- 5. If a follow-up test indicates an increased level of the original illegal substance since the original positive result, or the presence of an additional illegal substance not found on the original positive result, the student will be deemed to have received an additional positive test result.*
- 6. The student/athlete must also participate in retesting with each random testing group for one calendar year from the date of suspension.*

Consequences of a second confirmed positive test result shall be as follows:

- 1. The coach will notify the parent/guardian of the positive test result and the pending consequences of the positive test.*
- 2. Upon parent request, the student may be referred to the campus counseling center for resources.*
- 3. The student will be suspended from participation in extracurricular competitions for the next 5 calendar weeks in which competitions the student would otherwise participate in occur. The suspension will be carried over from one season to the next if there are not 5 calendar weeks in which competitions occur remaining in the season.*
- 4. Prior to returning to participate in any athletic competition, follow-up tests will be conducted and the level of the illegal substance must have declined since the previous test.*
- 5. If a follow-up test indicates an increased level of the original illegal substance since the original positive result, or the presence of an additional illegal substance not found on the original positive result, the student will be deemed to have received an additional positive test result.*
- 6. The student/athlete must also participate in retesting with each random testing group for one calendar year from the date of suspension.*

Consequence of a third and any subsequent confirmed positive test result:

- 1. The coach will notify the parent/guardian of the positive test result and the pending consequences of the positive test.*
- 2. Upon parent request, the student may be referred to the campus counseling center for resources.*
- 3. The student will be suspended from participation in extracurricular competitions for one calendar year from the date of the positive test.*
- 4. If the student wishes to return to competition upon the completion of their suspension, then the student, parent/guardian and coach may collectively determine the student should remain in the athletic program during the one-year suspension from competition. The student/athlete must also participate in retesting with each random testing group during the one calendar year suspension.*

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5. *A student who opts out of the athletic program, but wishes to return to the program must notify their coach of their intent to return. The student requesting a return to the program will need to test negative for drugs prior to their return.*
6. *A student who opts out of the athletic program, but then is allowed to return, must participate in retesting with each random testing group for one calendar year from the date of their return to the program.*

Appeals Process for Positive Results

A student who receives a positive result will be permitted to submit a request for an appropriately licensed laboratory to conduct an independent chemical analysis on the original sample. This must be requested by the parent and will be at the parent's expense. The original testing lab will be responsible for securely delivering the original sample to the secondary lab for evaluation.

Drug Testing for Internship Programs

In some courses, such as Independent Study and Mentorship, students may be required to complete drug testing in order to participate in internships as part of the course requirements. Students who receive a positive result may not be able to meet the requirements of the course and may be removed from the course.

[See **Steroids** on page 66.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will 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 the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations.

Requirements for qualifying for gifted and talented, special education, dyslexia, migrant and ESL programs are very detailed and specific. Additional information is available in the school office upon request.

Bilingual Education/One-Way Dual Language Education

This is a full-time instructional program offered in PreK through 5th grades in which both English and Spanish are used for instruction within the regular curriculum. The student's native language (Spanish) is maintained and utilized to enable students of limited English proficiency to have an equal opportunity to master grade level essential knowledge, skills and objectives while attaining proficiency in all areas of the English language.

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Dyslexia Program

If a student is experiencing difficulty in phonological awareness, decoding, word recognition, fluency and spelling, parents may request a dyslexia assessment. The campus student support team determines whether there is an educational need for dyslexia assessment.

Recommendation for dyslexia assessment should be based on the educational need of the student as outlined in *The Dyslexia Handbook* published by the Texas Education Agency.

Students will be assessed after the campus student support team determines whether there is an educational need, tiered interventions have been implemented and students' responses documented. If a student is educationally identified with dyslexia, he/she will be placed in a multisensory, systematic, phonics-based program at the appropriate time.

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

E.S.L. Program

English as a Second Language is offered in Head Start/PreK through 12th grades for students who speak a language other than English and are identified as being limited in their English proficiency. This program, with instruction only in English, is designed to develop the student's proficiency in listening, speaking, reading and writing in the English language to ensure academic excellence in all content areas. [See **English Learners** for more information.]

Gifted and Talented Services

Gifted and talented students are those who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibit high performance capability in intellectual areas, creative problem solving, and/or excel in specific academic fields. Gifted and talented students require educational experiences beyond those normally provided by the regular school program. Students shall be identified through the use of multiple criteria as specified by the Frisco Independent School District. The district recognizes that students identified as gifted and talented can come from all races, socioeconomic groups, geographical locales, and environments.

Referrals for the gifted and talented program may be made by parents, teachers, counselors, community members or peers. Students may be referred for gifted and talented screening each school year. Gifted and talented teachers are available on each campus and may be contacted for answers to questions.

District-wide screening will be conducted at specific times scheduled throughout the school year. See the district website for specific screening windows and dates. Screening will be based on information gathered from a variety of sources, which may include, but is not limited to, teacher observation, parent referral, academic/creative performance task activities, standardized test scores, and grades (secondary only) A three-step process determines a student's academic need for gifted and talented services in FISD: (1) referral, (2) assessment, and (3) identification.

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More information on gifted and talented in Frisco ISD can be found at:

<http://www.friscoisd.org/departments/gifted-education/home>

Pre-K

Frisco ISD offers a full-day pre-kindergarten program at the Early Childhood School (ECS) and several elementary campuses across the district. Students must be four years of age on or before September 1 of the target school year.

The program is free for qualifying students only. The focus of the pre-kindergarten program is to develop oral language, prerequisite skills for emergent readers and early math concepts, and to build readiness skills for successful entry into kindergarten.

Only children who qualify are able to attend. Eligibility requirements are:

- Unable to speak or comprehend the English language. (An oral language proficiency test will be administered during the registration process to determine eligibility).
- Low family income qualifies the student for the free/reduced lunch program. (Parent must provide one of the following: last three current pay stubs, most recent tax return (only if self-employed), a notarized letter from employer on company letterhead listing income, or Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP) eligibility letter with EDG (Eligibility Determination Group) number listed.
- Meet the definition of homeless.
- Be a member of an active military family or be a member of an inactive military family whose parent was injured or killed during active military service. (Documentation required).
- Has ever been in the foster care system in the United States. (Documentation required).
- Has a guardian who has received or has been nominated for the Star of Texas Award for peace officers, firefighters, federal law enforcement officers, and emergency first responders.

Special Education

At any time, a parent may request an evaluation for special education services by contacting the campus and requesting that the request be considered by the Student Support Team (SST). If the SST recommends a special education evaluation, the District must decide if the evaluation is needed within a reasonable period of time. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation.

The District must complete the evaluation and the report within 45 school days from the date the District received the written consent. The District will provide a copy of the evaluation report to the parent.

If the SST determines that the evaluation is not needed, the district will provide the parent with prior written notice which explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the District. The District is required to give parents the [*Notice of Procedural Safeguards – Rights of Parents of*](#)

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[Students with Disabilities](#). Additional information regarding the IDEA is available from the school district in a companion document [A Guide to the Admission, Review, and Dismissal Process](#).

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

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

For questions regarding evaluations of special education services, please call the Special Education Department.

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus [See policy FDB (LOCAL)].

For students, ages 3 to 21, who meet eligibility for special education services, specially designed instruction is offered in a variety of ways, depending upon each child's unique needs. Students may access special education services in the general education setting, special education setting, or a combination of both, for all or part of their instruction. Determination of where instruction will be provided is made by a collaborative team of educators and the students' parents, and the student when possible (ARD/IEP Committee).

The majority of students eligible for special education services attend their neighborhood campus. For students who need highly specialized classes, the district provides centralized programs throughout the district to meet these unique needs. Disabilities included in federal law for the purpose of special education services are as follows:

- Autism
- Speech or Language Impairment
- Learning Disability
- Other Health Impairments (including Attention Deficit Disorder)
- Intellectual Disability
- Orthopedic Impairment
- Emotional Disturbance
- Traumatic Brain Injury
- Deaf/Hard of Hearing
- Visual Impairment
- Deaf-Blindness
- Multiple Disabilities
- Non-Categorical Early Childhood

[Texas Legal Framework](#)

If parents notice that their child is having difficulty learning and suspect that he/she may benefit from special education services, they may contact the child's teacher or principal for further information. Evaluations are available for students suspected of having a disability and have a need for specially designed instruction.

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Standardized Testing

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

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

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

TSI (Texas Success Initiative) Assessment

The TSI Assessment (TSIA 2.0) is part of the Texas Success Initiative program designed to help your college or university determine if you are ready for college-level course work in the areas of reading, writing, and mathematics. If you are an incoming college student in Texas, you are required to take the TSI Assessment - unless you are already exempt - to determine your readiness for college-level work. Based on how you perform, you may either be enrolled in a college-level course and/or be placed in the appropriate developmental course or intervention to improve your skills and prepare you for success in college-level courses. The TSIA 2.0 may also be required for some students to demonstrate college readiness levels prior to enrollment in a dual-credit academic program. Additional information about whether the TSIA 2.0 may be required for a student's enrollment in a dual-credit program can be provided by the counselor.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

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

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

Standardized Testing for a Student Enrolled Above Grade Level

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

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

Standardized Testing for a Student in Special Programs

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

Personal Graduation Plans - Middle or Junior High School Students

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

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

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See the school counselor and policy EIF(LEGAL) for more information.]

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

[See **Personal Graduation Plans** on page 60 for information related to the development of personal graduation plans for high school students.]

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

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

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

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

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

Standardized Testing for a Student in Special Programs

Certain students—some with disabilities and some classified as emergent bilingual—may be eligible for exemptions, accommodations, or deferred testing.

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.

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An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation** on page 57.]

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

For more information, see the campus principal, school counselor, or special education staff member.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year.

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

Student Facility Use

Use of Bathrooms and Changing Facilities

To the extent permitted by law, each multiple-occupancy bathroom owned or operated by the District shall be operated in compliance with Frisco ISD Board Policy and applicable law. These policies do not prohibit the District from providing reasonable accommodations upon request, and parents and families are welcome to request an accommodation from a campus administrator at any time. The guidelines for responding to requests for accommodations shall include the following:

An appropriate administrator shall contact the student's parent or guardian and schedule a conference to privately discuss the request and identify an appropriate accommodation.

1. The student, the student's parent or guardian, and the appropriate campus administrators shall develop an individualized plan to ensure the student has adequate access to bathrooms and changing rooms which align with the best interest and needs of the student. Bathroom and changing room options include single-occupancy or multiple-occupancy facilities. Individualized plans may be amended, as needed, to account for student travel to school events.
2. The individualized plan shall designate the particular bathrooms or changing rooms to be used by the student and the student shall not use a bathroom or changing room other than the bathrooms or changing rooms designated in the plan unless the plan is amended as the result of a conference between the appropriate administrator, the student, and the student's parent or guardian.

Use of Changing Facilities by Interscholastic Athletic Teams

Notwithstanding the foregoing, when in use by members of an interscholastic athletic team sponsored or authorized by the District, changing facilities shall only be used by members of the

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interscholastic athletic team assigned to the changing facility and its coaches. Other individuals shall not enter the changing facility while in use by an interscholastic athletic team, except for a District employee acting in the scope of their employment, in case of an emergency, or at the direction of law enforcement personnel.

Students in Foster Care (All Grade Levels)

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

If you have questions, please contact your campus counselor.

[See **A Student in the Conservatorship of the State (Foster Care)** on page 18.]

Students Who are Homeless (All Grade Levels)

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.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Homeless Education Liaison

5515 Ohio Dr.

Frisco, TX 75035

469-633-6000

[See **A Student Who is Homeless** on page 19.]

Summer School (All Grade Levels)

Summer School information is posted in April of each year on the FISD website. This includes course lists, costs and timelines. Please contact the elementary assistant principal or secondary school counselor for information regarding summer school.

Tardies (All Grade Levels)

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence. Contact your campus for additional information.

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

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

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

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

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

Transfers (All Grade Levels)

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

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 18, **Bullying** on page 30, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 20 for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 88.]

Buses and Other School Vehicles

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

Bus routes and stops will be designated annually to enhance student safety while maximizing vehicle efficiency. Route and stop information is posted on the district website prior to the start of school each year. During the school year, any changes to stop location or times will be communicated to parents and students via email prior to implementation. For the safety of the driver and all passengers, students must board and exit district vehicles only at authorized stops. Students may only utilize their assigned stop. No bus hopping is permitted.

When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Video and audio recording devices are used to monitor safety on all district buses. Students must:

- Adhere to the driver's directives at all times. Bus drivers are authorized to assign seats at any time for any reason.
- Remain seated at all times and face the front of the bus. If the school bus is equipped with seatbelts, students are required to wear them properly.
- Nothing may be extended outside the windows or into the aisle at any time..
- Not possess or use any form of tobacco, nicotine, or e-cigarettes in any district vehicle.
- Sports equipment, skateboards, and color guard props must be contained in a duffle bag or backpack and out of view. Golf Clubs and Color Guard flags or poles are not permitted.
- Be seated while the vehicle is moving.

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- Once the bus has their doors shut and starts to roll away from the stop or bus lane, the driver will not stop to load late students.
- For a complete list of Bus Safety Rules and Regulations, please visit the district website.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

Parents may not board a school bus at any time without the prior consent of Frisco ISD administration. Parents whose conduct and interactions with bus drivers must be respectful at all times and parents must adhere to bus driver instructions to ensure safety, orderly operation of the bus, and adherence to bus route schedules. If a parent's conduct substantially impacts the operation of a bus, their student may lose the privilege to ride in a district vehicle.

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

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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

All reasonable requests to review video footage involving a student must be made by the student's parent or guardian. These requests must be made within 10 days of the incident and will require a signed Security Footage Acknowledgement. The review will take place in the presence of a district employee and copying the footage is not permitted. These measures ensure compliance with FERPA and uphold the privacy and security of our students.

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 before placing a video camera in a classroom or other setting in which a child receives special education services. Speak with the principal or designated person who the district has assigned to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 9 for video and other recordings by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

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- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.

Comply with all applicable district policies and procedures. If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted. Pets are not permitted on district property.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 9 for video and other recordings by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to 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 persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Volunteers (All Grade Levels)

We appreciate the efforts of volunteers that are willing to serve our district and students. Any adult interested in being a volunteer at any school may contact the PTA or school office for information concerning the volunteer program. All volunteers will be required to fill out the Safe-School Form (DPS Background Check) and be approved annually before volunteering in the Frisco ISD schools.

<http://www.friscoisd.org/about/resources-and-information/background-checks>

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Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, including **supplemental instruction**, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

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

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

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

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

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TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TEC stands for the Texas Education Code.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSIA 2.0 stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.