

STUDENT/PARENT HANDBOOK

2017-2018



The Grit to Succeed

Huffman Independent School District

24302 FM 2100, Huffman, Texas 77336

Phone: 281-324-1871 Fax: 281-324-4319

Mission Statement

The mission of Huffman Independent School District is to empower students to be responsible, life-long learners, who are prepared to succeed in personal and professional life.

Board of Trustees

Patrick Keith, President

Ray Burt, Vice-President

Charles Bardwell, Secretary

Matt Dutton, Assistant Secretary

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Joel Nolte, Ed.D. - Assistant Superintendent Curriculum & Student Services

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Mike McEachern - Athletic Director

Reed Richard – Director of Maintenance

David Carpenter – Director of Technology

Shirley Dupree, Ed.D. – Director of Human Resources/Communications

Statement of Non-Discrimination Policy

The Huffman Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or handicap in providing education services. The Director of Student Services has been designated to coordinate compliance with the nondiscrimination requirements of Title IX. The Director of Special Education has been designated to coordinate compliance with the nondiscrimination requirements of Section 504 or the Rehabilitation Act of 1973, as amended.



HUFFMAN INDEPENDENT SCHOOL DISTRICT

24302 FM 2100
P. O. Box 2390
Huffman, TX 77336



Phone 281-324-1871
Fax 281-324-4319
bsoileau@huffmanisd.net

Huffman ISD Parents, Guardians, and Students:

Welcome to Huffman ISD and what promises to be an exciting and outstanding year. We are so glad to have you and your child in our district.

As required by state law, the Board of Trustees has officially adopted the **Student Code of Conduct** in order to promote a safe and orderly learning environment for every student. We would like to take this opportunity to begin a partnership in education and urge you to read this publication thoroughly discussing it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher or campus administrator. Together, this will be an outstanding year for Huffman!

Thank you so much.

Sincerely,

Benny Soileau

Superintendent of Schools



Huffman ISD

Student Responsible Use Policy

In support of our mission empower students to be responsible, life-long learners who are prepared to succeed in their personal and professional life Huffman ISD provides a variety of technological tools to students to enhance their learning. Resources such as computers, peripherals, network services and Internet access provide an opportunity to increase a student's ability to communicate, create, share and gather information. However using these resources are a privilege and in order to earn the privilege students must agree to the following:

Responsible Use and Digital Citizenship

Respect Yourself: I will select online names and identities that are appropriate, and I will be polite and use appropriate language/content in all online interactions.

Protect Yourself: I will not publish personal details, contact details or a schedule of activities for myself or anyone else. I understand that I am the owner of my accounts, and I am responsible for all activity initiated by and/or performed under these accounts. I understand that it is my responsibility to appropriately secure my passwords and account credentials. I understand that I am responsible for maintaining and backing up all of my own data. I will not disable or attempt to evade any internet filtering. I will only use district supplied and filtered internet access while at school. If I am uncertain whether a specific computer activity is permitted or appropriate, I will ask a teacher/administrator before engaging in that activity.

Respect Others: I will not use technologies to bully or tease other people. I will not make audio or video recordings of students/employees without their prior permission. I understand that posing as someone else is forbidden and I will not pose as a user other than myself when online. I will be careful and aware when using network resources and printing so as to not monopolize or waste resources. I will not gain or attempt to gain unauthorized access to restricted information or resources. I will only use personal electronic devices when permitted.

Protect Others: I will help maintain a safe computing environment by notifying appropriate campus officials of inappropriate behavior, vulnerabilities, risks, and breaches involving campus technology. I will not use or attempt to use another person's password or account. I will not add software or hardware devices to the system without express permission from the technology department.

Respect Intellectual Property: I will suitably cite any and all use of websites, books, media, etc. I will respect all copyrights. I will request permission to use the software and media that others produce.

General Acknowledgements

I understand that my use of Huffman ISD's technological equipment, internet connection, and network are subject to monitoring and that I have no expectation of privacy when using those resources.

I acknowledge that Huffman ISD makes no warranties of any kind, whether expressed or implied, including, without limitation those of merchantability and fitness for any particular purpose with respect to the system and any information or software contained therein.

I understand that use of any information obtained via the network/Internet is at the user's own risk. Huffman ISD specifically denies any responsibility for the accuracy or quality of information obtained through its services. Additionally all information, opinions, and advice expressed by system users, information providers or other third party individuals in the system are those of the providers and not the district.

I acknowledge that Huffman ISD is not responsible for damage to, maintenance of, or support of personal electronic devices, even when used in conjunction with district resources.

Consequences

I understand that violations of this responsible use policy may result in loss of access to the district's technology resources, revocation of network and computer accounts or other disciplinary or legal action, in accordance with the Student Code of Conduct and applicable laws.



Our District's Tip Reporting Service

Safety is one of our district's top priorities, that's why we're now using SafeSchools Alert, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration four different ways:

- 1. Phone: 1-855-4ALERT1, ext. 1040**
- 2. Text: Text #1040 @tip + your tip to ALERT1 (253781)**
- 3. Email: 1040@alert1.us**
- 4. Web: <http://1040.alert1.us>**

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. You can submit a tip anonymously online or by telephone. More information, including the SafeSchools Alert Terms of Use and Privacy Policy, is available online at <http://1040.alert1.us>. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.

Nuestro Servicio de Reporte de Avisos del Distrito

La seguridad es uno de nuestras prioridades más importantes, por eso es que ahora estamos usando las Alertas de SafeSchools, un sistema de reporte de avisos que permite presentar precauciones de seguridad concernientes a nuestra administración a los estudiantes, a los padres y al personal, de 4 maneras diferentes:

- 1. Teléfono: 1-855-4ALERT1, ext. 1040**
- 2. Mensajes de Texto: Text #1040 @tip + tu consejo para ALERT1 (253781)**
- 3. Correo electrónico: 1040@alert1.us**
- 4. Página web: <http://1040.alert1.us>**

Reporte de una manera más fácil los avisos de amenaza, acoso, drogas, vandalismo o cualquier tema de seguridad que le pueda preocupar. Los avisos también se pueden presentar de manera anónima. De antemano gracias por ayudar a que nuestra comunidad escolar sea un lugar seguro para trabajar y aprender! Agradecemos su apoyo.

Ben Bowen Early Childhood Center

**24403 E. Lake Houston Parkway
Huffman, Texas 77336
(281) 324-1399 Fax (281) 324-1646**

Administrative Staff

Melissa Hutchinson, Principal
Marybel Ruiz, Assistant Principal
Deborah Ross, Counselor

Administrative Office Personnel

Linda Tonsing, Principal Secretary
Kristin Arney, Registrar/Attendance Clerk
Katherine “Kat” Rodela, Receptionist

Support Services

Courtney Yarbrough, Nurse
Bobbie Howard, Librarian

Office Information

The office is open from 8:00 a.m. to 4:00 p.m. each school day. All school business should be transacted during these hours.

Parents should be aware that teachers will be on duty beginning at 8:00 a.m. each morning. Teachers are also on duty until 4:00 each afternoon.

Schedule Information

Students Admitted to Gym.....7:30 – 8:10
Breakfast Served.....7:30 – 8:30
Announcements.....8:30
Attendance Taken Daily.....10:00
Student Hours.....8:30 – 3:45



Copeland Elementary School

24405 East Lake Houston Parkway

Huffman, TX 77336

Phone: (281) 324-7100 Fax: (281) 324-2076

Administrative Staff

Amy Turner, Principal

Paige McEachern, Assistant Principal

Janet Freeman, Assistant Principal

Counselors

Grace Caraway-Smith

Renee Foster

Support Services

Jennifer Bonilla, Nurse

Lori Freshour, Librarian

Administrative Office Personnel

Sue Cobb, Principal Secretary

Rosslyn Yoakum, Assist. Principal Secretary

Leslie Dees, Registrar

Daisy Carrizales, Receptionist

Kelly Swatz, Attendance

Office Information

The office is open from 8:00 a.m. to 4:00 p.m. each school day. All school business should be transacted during these hours.

Parents should be aware that teachers will be on duty beginning at 8:00 a.m. each morning. Teachers are also on duty until 4:00 each afternoon.

Students will need to go to the attendance office to file excuses for absences, secure admits and receive permission to leave during the school day.

Schedule Information

Students Admitted to Gym.....7:30-8:15

Breakfast Served.....7:45-8:30

Announcements.....8:30

Attendance Taken Daily.....10:00

Student Hours.....8:30-3:45



Huffman Middle School

3407 Huffman-Eastgate Rd.

Huffman, TX 77336

(281) 324-2598 Fax: (281) 324-2710

Administrative Staff

Adam Skinner, Principal
Kristen Breaux, Assistant Principal
Glenn Turner, Assistant Principal

Counselors

Cindy Roberts
Cindy Hoey

Support Services

Brooke McCrary, Nurse
Jodi Lamb, Librarian

Administrative Office Personnel

Jeanie Wadyko, Principal Secretary
Jennifer Henton, Assistant Principal Secretary
Anna Garcia, Registrar
Brittany Gillespie, Attendance Clerk
Emily Tucker, Receptionist

Office Information

The office is open from 7:00 a.m. to 3:30 p.m. each school day. All school business should be transacted during these hours.

Parents should be aware that teachers will be on duty beginning at 7:00 a.m. each morning. Teachers are also on duty until 3:30 p.m. each afternoon.

School Hours

Student Hours: 7:20 a.m. – 2:50 p.m. (Monday, Tuesday, Thursday and Friday)

Student Hours: 9:01 a.m. – 2:50 p.m. (Wednesday)

Students admitted into building: 7:00 a.m.

Students Tardy to 1st Period: 7:20 a.m. (Monday, Tuesday, Thursday and Friday)

Students Tardy to 1st Period: 9:01 a.m. (Wednesday)

Attendance Taken Daily: 9:30 a.m.

Teacher Hours: 7:00 a.m. – 3:30 p.m.

*There will be some Wednesdays in which there will be no late arrival. Please see the district academic calendar which denotes these Wednesdays.



Willie J. Hargrave High School

**25400 Willy Lane
Huffman, TX 77336
(281) 324-1845 Fax: (281) 324-3368**

Administrative Staff

Brandon Perry, Principal
Robert Murray, Assistant Principal
LaTonya Dorsey, Assistant Principal
Emily Garcia, Assistant Principal
Julie Gatlin, CTE Director

Counselors

Kristi Murray (A-L), Rita Maguire-Gill (M-Z)
Joanne Taylor, Dual Credit Liaison

Office Personnel

Wendy Janis, Principal Secretary
Lynsey Brashear, Asst. Principal Secretary
Carla Robinson, Asst. Principal Secretary
Jodi Green, Counselor and College and Career Secretary
Laurie Sharp, Financial Secretary
Dachelle Brown, Registrar
Gisella Luna, Attendance Clerk
Cathy Dibble, Receptionist

Support Services

Misti Ferguson, Librarian / Holly Oliphant, Nurse

Office Hours

HHS offices will be open for school business from 7:00 a.m.- 3:30 p.m. each school day. All school business should be transacted during these hours.

Parents should be aware that teachers will be on duty beginning at 7:00 a.m. each morning and on duty until 3:30 p.m. each afternoon.

School Hours

Student Hours: 7:20 a.m. – 2:50 p.m. (Monday, Tuesday, Thursday and Friday)
Student Hours: 9:01 a.m. – 2:50 p.m. (Wednesday)
Students admitted into building: 7:00 a.m.
Students Tardy to 1st Period: 7:20 a.m. (Monday, Tuesday, Thursday and Friday)
Students Tardy to 1st Period: 9:01 a.m. (Wednesday)
Attendance Taken Daily: 9:30 a.m.
Teacher Hours: 7:00 a.m. – 3:30 p.m.



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PREFACE

To Students and Parents:

Welcome to 2017-2018 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Huffman ISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

Section II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic and where possible, further divided by applicability to ages and/or grade levels for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Huffman ISD *Student Code of Conduct*, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at www.huffmanisd.net and is available in hard copy upon request.

The Student Handbook is designed to be in harmony with board policy and the *Student Code of Conduct*. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications.

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

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

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

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact a teacher, a counselor, or the principal.

For the 2017-2018 school year all registration, permission and acknowledge forms will be completed electronically.

[See **Objecting to the Release of Directory Information** on page 4 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 5 for more information.

Note: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the school office or online at www.huffmanisd.net.

SECTION I: PARENTAL RIGHTS

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

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

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

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

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

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

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

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

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

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

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

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

See **Video Cameras** on page 92 for more information including a parent's right to request video and audio equipment be placed in certain special education settings.

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO(LOCAL) in the district's policy manual.

If you do not want corporal punishment to be administered to your child as a method of student discipline, please submit the proper documentation offered during the student registration process. A signed document must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

NOTE: If the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment shall not be administered, even when a signed statement prohibiting its use has not been submitted by the student's caregiver or caseworker.

Limiting Electronic Communications with Students by District Employees

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

An employee may also communicate with students directly through electronic media if the student participates in a class or extracurricular activity for which the employee has responsibility. Any direct communication with students will be directed to a group of students (i.e. an entire class or team) or the student's parent or guardian will be included as a recipient of the communication.

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

Objecting to the Release of Directory Information

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

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

If you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs.

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings,

unless parents have advised the district not to release their child's information without prior written consent. A form included has been attached for you to complete if you do not want the district to provide this information to military recruiters or institutions of higher education.

Participation in Third-Party Surveys

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

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

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

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

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

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling or otherwise disclosing that information. NOTE: That this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of

developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

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

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Human Sexuality Instruction

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

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

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

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

See Assistant Superintendent of Curriculum and Student Services.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic,

disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

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

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK (LEGAL).]

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 74 and policy EC (LEGAL).]

Religious or Moral Beliefs

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

Tutoring or Test Preparation

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

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

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

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS

Instructional Materials

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,

- Teacher and counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.
- Teaching materials and tests used in your child’s classroom.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA affords parents and eligible students certain rights with respect to the student’s education records. For purposes of student records, an “eligible” student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 4 are:

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

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

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

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

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

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

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

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

- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information (see **Objecting to the Release of Directory** Information on page 4 for opportunities to prohibit this disclosure).

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

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

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

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

The address(es) of the principals’ office are on pages vii – xi.

A parent (or eligible student) may inspect the student’s records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

Although improperly recorded grades may be challenged, contesting a student’s grade in a course is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy. [See FINALITY OF GRADES at FNG (LEGAL), **Report Cards/Progress Reports and Conferences** on page 76 and **Complaints and Concerns** on page 33 for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or on the district's website at www.huffmanisd.net.

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

Teacher and Staff Professional Qualifications

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. **The district will consider this on a case to case basis.**

Additional information may be found at

[Military Family Resources at the Texas Education Agency.](#)

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent or campus administrator for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus. Transportation is not provided for a transfer to another campus.
[See **Bullying** on page 22, policy FDB, and policy FFI(LOCAL).]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- Request the transfer of your child to another campus [or a neighboring district] if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service animal on campus.

Students in the Conservatorship of the State (Foster Care)

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

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

[See also **Credit by Examination for Advancement/Acceleration** on page 35 **Course Credit** on page 35 and **Students in Foster Care** on page 85 for more information.]

Students Who Are Homeless

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

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

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

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

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

[See also Credit by Examination for Advancement/Acceleration on page 35, Course Credit on page 35 and **Homeless Students** on page 65 for more information.]

Students Who Have Learning Difficulties or Need Special Education Services

If a student is experiencing learning difficulties, his or her parent may contact the person listed below to learn about the district’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation. For those students who are having difficulty in the regular classroom, schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

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

copy of the Notice of Procedural Safeguards, and the opportunity for the parent to give written consent for the evaluation or must give the parent prior written notice of its refusal to evaluate the student and a copy of the Notice of Procedural Safeguards.

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

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

Upon completion, the school must give you a copy of the evaluation report at no cost.

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

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

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Kathy Krenek at 281-324-1871.

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

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

Students Who Speak a Primary Language Other than English

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

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

Students With Physical or Mental Impairments Protected under Section 504

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

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Angela Rhodes at 281-324-7536.

[Also see policy FB.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact Huffman ISD Superintendent @ 281-324-1871.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has more than five unexcused absences in a semester the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See FEA]

Between Ages 6 and 19

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

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

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

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's return to campus and

- For students in the conservatorship (custody) of the state;
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See page 12 for that section.]

Secondary Grade Levels

In addition, a junior or senior student’s absence of up to two days related to visiting a college or university may be considered an exemption, provided the student receives approval from the campus principal, follow the campus procedures to verify such a visit, and makes up any work missed.

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

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

In the event of excessive absences (10 or more) the district requires a doctor’s note to excuse an absence. Failure to provide a doctor’s note will result in the student’s absence being marked as unexcused.

Students with Disabilities

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

Age 19 and Older

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

Between Ages 6 and 19

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

The truancy prevention facilitator for the district is the principal. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator. A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

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

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

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

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

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

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

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

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

Official Attendance-Taking Time (All Grade Levels)

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

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

Elementary

Official attendance time: 10:00 a.m.

Secondary

Official attendance time: 9:30 a.m.

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the

student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

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

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

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

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

[SEE policy FEC (LOCAL).]

If your child is seen in an Emergency Room, or admitted to a hospital, or has a serious injury that requires the use of crutches, splints, orthopedic cast, etc. they will need to bring a release from their physician to come back to school. On that release the doctor should write what day it is OK for them to come back to school and what activities they are to avoid. (Example: No PE/recess for 1-2 weeks).

Driver License Attendance Verification (Secondary Grade Levels Only)

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

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

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

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

Information about all of these can be found on the district’s website at www.huffmanisd.net. Hard copies of any reports are available upon request to the district’s administration office.

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

AWARDS AND HONORS (All Grade Levels)

See also **Class Rank** on page 28 & **Academic Counseling** Page 34.

BULLYING (All Grade Levels)

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student’s property,
- Places a student in reasonable fear of physical harm or of damage to the student’s property, or
- Is so severe, persistent, and or pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student’s education or substantially disrupts the operation of the school.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, confinement, destruction of property, theft of valued possessions, name calling, rumor-spreading, or and ostracism. In some cases, bullying can occur through electronic methods, called “cyber bullying.”

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, as soon as

possible to obtain assistance and intervention. The administration will investigate any allegations of bullying and or other related misconduct.

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

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

Upon the recommendation of the administration, the Board may, in response to an identified case of bullying decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 13.

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this Handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

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

[See **Safety Transfers/Assignments** on page 13, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36, **Hazing** on page 60, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas: Agriculture Science, Consumer Science, Health Science, Business and Technology Education and Trades and Industry Education. Admission to these programs is open to all students; however, a student's pathway is based on student interest, career plan, credit requirement, job market, and availability of course.

These programs will be offered without regard to race, color, national origin, sex, or disability. Huffman ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [See Nondiscrimination Statement on page 72 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

CELEBRATIONS (All Grade Levels)

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

See **Food Allergies** on page 62.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The district has established a plan for addressing child sexual abuse, which may be accessed from the Assistant Superintendent of Curriculum and Student Services. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

As a parent, if your child is victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manage early intervention counseling programs. To find out what services may be available in your county, see:

[Texas Department of Family and Protective Services, Programs Available in Your County.](#)

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

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

Reports of abuse or neglect may be made to:

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

CLASS RANK / HIGHEST RANKING STUDENT FOR 2017 AND 2018 GRADUATES

Courses will be divided into AP/Dual Credit Courses (6.0), Advanced Courses (5.0), and Regular/Core Curriculum Courses (4.0). The courses currently offered and the policies for academic honors at Hargrave High School are as follows:

1. AP/Dual Credit Courses (6.0) include: AP, Approved Dual Credit Courses.
(Any dual credit course that has been approved by the district administration, as a weighted course.)
2. Advanced Courses (5.0) include: Pre-AP
3. Regular/Core Curriculum Courses (4.0) include: All other courses
4. Credit Recovery Program (CAP): Credits received in CAP will be Pass/Fail; numerical grades will not be awarded for CAP credit.
5. Special education courses will be based on a 3.0 scale.
6. Recognition for academic honors shall be given to the following graduating seniors.
 - a. Valedictorian – highest-ranking student
 - b. Salutatorian – second highest-ranking student
 - c. Honor students – top ten (valedictorian, salutatorian, and the next eight highest, all others with a 3.5 GPA and above)
 - Gold Cord – top ten students
 - Silver Cord – all others with a 3.5 GPA or higher
7. Regulations and requirements for academic honors are as follows:
 - a. Students shall receive weighted grade points corresponding to the level of difficulty of the courses taken.

b. The weighted grade point for each semester course taken in all four years of high school, unless the student is graduating in fewer than four years, in which case each semester course taken in all three years of high school shall be used to determine the academic class ranking.

c. Course weight shall be determined by type of course the student has taken:

- AP/Dual Credit (AP, state designated, district designated approved by state)
- Regular

d. Weighted averages for academic honors shall be determined at the end of the final grading period of the senior year. Each semester shall be calculated separately in determining the weighted grade point average. All numerical grades shall be used in determining the weighted grade point; grades of E, S, U, and P on the transcript shall not be used in the computation. Seniors graduating at the end of the first semester shall have all numerical grades through the end of the first semester used in determining ranking for academic honors. Students graduating at the end of three years shall have all numerical grades through the end of the final grading period of their third year used in determining ranking for academic honors.

e. Credits gained through athletic/PE after the student has completed the required PE credits, summer school, night school, correspondence, and/or credit by exams will not be calculated as part of the GPA. Any/all outside credits earned while the student is enrolled in Hargrave will not be calculated as part of the GPA, unless it is verified that the course is a college-level course.

Example: Student A takes American History at another institution while he is attending Hargrave; he is not taking American History at Hargrave; he earns an A in the course. Hargrave will recognize the credit for the course work, but the grade will not be used in the calculation of the student's GPA.

No "**concurrent course enrollment**" credit will be accepted. ("Concurrent course enrollment" means a student is enrolled in the same course at two different institutions at the same time.) This means that a student will not be given credit from a course taken at an outside institution while that student is enrolled in that same course at Hargrave.

And, once the semester has started, students will not be allowed to drop a course at Hargrave for the purpose of taking that same course at another institution unless approved by the Principal.

Example: Student A is already taking English IV at Hargrave High School and enrolls in English IV at another institution at the same time. **Hargrave will not recognize the credit earned from the other institution, nor will that student be allowed to drop that course at Hargrave.**

In order to record any summer school, correspondence, or other outside credits on the student transcript, the information must be submitted to the registrar no later than April 15 of the current school year (excluding Dual

Credit Courses) for verification. This is the responsibility of the student and the parent(s).

f. Only advanced courses approved or identified by TEA from the state of Texas shall be used to determine rank. Out-of-state honors courses shall be weighted as academic courses.

g. The valedictorian and salutatorian shall have been enrolled in the District high school for two full years in order to be eligible. The valedictorian and salutatorian must be enrolled in Hargrave High School for the senior year or third year if the student is graduating in fewer than four years (and must be enrolled during the first five days of the first semester of the senior year).

h. Grades transferred must be from a four year accredited high school to be accepted for class ranking. If a student transfers from a non-accredited school, only grades earned at a local District high school shall be used for determining averages for ranking for academic honors.

i. Preliminary student ranking will begin at the end of the first semester during the sophomore year.

j. GPA and rank will not be released via email, fax, or phone. A student and/or parent must request this information in person.

8. The following numerical values shall be used for letter grades transferred to the school:

| | | | |
|---------|---------|---------|---------|
| A+= 98 | B+= 88 | C+ = 79 | D+ = 74 |
| A = 95 | B = 85 | C = 77 | D = 72 |
| A- = 92 | B- = 82 | C- = 75 | D- = 70 |

9. The weighted grade point average shall be used to determine class ranking for graduates. The actual grade received in a course shall be translated into the grade points for class ranking purposes. Courses that are considered advanced receive higher grade points for ranking. Credits earned in Office Aide will not be used in ranking.

The final transcript shall show:

- a. Final grade point average
- b. Rank in class

10. In cases of ties in weighted grade averages in the determination of valedictorian and salutatorian, the following methods shall be used to determine, or to identify who will be selected valedictorian or salutatorian:

- a. Grade point average of courses only in the department of English, Math, Science, and Social Studies shall be used.
- b. Scores from the same standardized college entrance tests if taken by all of the tying students shall be used.

11. Averages for class-ranking purposes are based on the four-year course of study with tabulation for graduation exercises and final (end-of-year) ranking completed at the conclusion of the second progress report of the fourth grading period of the senior year. If

a student is graduating at the end of the third year, averages for class-ranking purposes are based on the three-year course of study with tabulation for graduation exercises and final (end-of-year) ranking completed at the conclusion of the second progress report of the spring semester of the third year. A final tabulation of classes and credits will be completed after the conclusion of the school year for the purpose of determining whether the student has completed the requirements for specific graduation plans (Minimum, Recommended, or Distinguished Achievement).

12. Graduating seniors who have a 3.5 GPA or above shall be designated *Honor Graduates*.

At the conclusion of final grading period of the senior year, the top ten students are designated Honor Graduates (#1 and #2 plus the next eight). These top ten students are eligible to wear a gold cord for baccalaureate and graduation ceremonies, and are referred to as *Gold Cord Seniors*. Those seniors not in the top ten but who have earned a grade point average of 3.5 or higher are designated as *Silver Cord Seniors* and may wear the silver cord at baccalaureate and graduation ceremonies. Hargrave High School provides the gold and silver cords.

•[For further information, see policies at EIC.]

Students entering grade 9 in the 2014–15 school year will be under a different graduation program than previous school years. Therefore, class ranking procedures may be adjusted by the district based on the new graduation plan. As these decisions are made, the district will make the information available to the students affected by these changes.

CLASS RANK /HIGHEST RANKING STUDENT FOR 2019 GRADUATES & BEYOND

Courses will be divided into AP (6.0), Dual Credit (5.0), Pre-AP / Advanced (5.0) and Regular/Core Curriculum Courses (4.0). The courses currently offered and the policies for academic honors at Hargrave High School are as follows:

1. AP Courses (6.0) to include any AP course that has been approved by the district administration, as a weighted course.
2. Advanced Courses (5.0) and Dual Credit Courses (5.0) include: Pre-AP and/or dual credit courses specified by campus administration.
3. Regular/Core Curriculum Courses (4.0) include: All other core courses.
4. Credit Recovery Program (CAP): Credits received in CAP will be Pass/Fail. Numerical grades will not be awarded for CAP credit.
5. Special Education courses will be based on a 3.0 scale.
6. GPA calculations will be based on core classes only. A list of core classes that will be used to calculate GPA can be found in the Student Course Guide.

7. Recognition for academic honors shall be given to the following graduating seniors.
 - a. Valedictorian – highest ranking student
 - b. Salutatorian – second highest ranking student
 - c. Honor Students – top ten (valedictorian, salutatorian, and the next eight highest, all others with a 3.5 GPA and above)

Gold Cord – top ten students

Silver Cord – all others with a 3.5 GPA or higher

8. Regulations and requirements for academic honors are as follows:
 - a. Students shall receive weighted grade points corresponding to the level of difficulty of the courses taken.
 - b. The weighted grade point for each semester course taken in all four years of high school, unless the student is graduating in fewer than four years, in which case each semester course taken in all three years of high school shall be used to determine the academic ranking.
 - c. Course weight shall be determined by type of course the student has taken (see above 1-5).
 - d. Weighted averages for academic honors shall be determined at the end of the final grading period of the senior year. Each semester shall be calculated separately in determining the weighted grade point average.
 - e. Only core courses shall be used in determining the weighted grade point; grades of E, S, U, and P on the transcript shall not be used in computation. A list of core courses can be found in the Course Selection Guide. Seniors graduating at the end of the first semester shall have all numerical grades through the end of the first semester used in determining ranking for academic honors. Students graduating at the end of three years shall have all numerical grades through the end of the final grading period of their third year used in determining ranking for academic honors.
 - f. Only advanced courses approved or identified by TEA from the state of Texas shall be used to determine rank. Out-of-state honors courses shall be weighted as academic courses.
 - g. The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. To be eligible for this local graduation honor, a student must:
 - Have been continuously enrolled in the District high school for the two full school years immediately preceding graduation;
 - Be graduating after exactly eight semesters of enrollment in high school; and
 - Have completed the foundation program with the distinguished level of achievement.
 - h. Grades transferred must be from a four year accredited high school to be accepted for class ranking. If a student transfers from a non-accredited school, only grades earned at a local District high school shall be used for determining averages for ranking for academic honors.

- i. Preliminary student ranking will begin at the end of the first semester during the sophomore year.
 - j. GPA and rank will not be released via email, fax, or phone. A student and/or parent must request this information in person.
9. The following numerical values shall be used for letter grades transferred to the school:
- | | | | |
|---------|---------|---------|----------|
| A+ = 98 | B+ = 88 | C+ = 79 | D+ = 74 |
| A = 95 | B = 85 | C = 77 | D = 72 |
| A- = 92 | B- = 82 | C- = 75 | D - = 70 |
10. The weighted grade point average shall be used to determine class ranking for graduates. The actual grade received in a course shall be translated into the grade points for class ranking purposes. Courses that are considered advanced receive higher grade points for ranking. Credits earned in Office Aide will not be used in ranking.
The final transcript shall show:
- a. Final grade point average
 - b. Rank in class
11. In case of a tie in weighted GPAs after calculation to the ten-thousandths place, the District shall calculate a weighted GPA using only eligible grades in Advanced courses to determine recognition as valedictorian or salutatorian. If the tie is not broken after applying these methods for valedictorian, co-valedictorians shall be declared, and no salutatorian shall be recognized. If a tie exists for salutatorian, all students who tie shall be recognized.
12. Averages for class-ranking purposes are based on the four-year course of study with tabulation for graduation exercises and final (end-of-year) ranking completed at the conclusion of the second progress report of the fourth grading period of the senior year. If a student is graduating at the end of the third year, averages for class-ranking purposes are based on the three-year course of study with tabulation for graduation exercises and final (end-of-year) ranking completed at the conclusion of the second progress report of the spring semester of the third year. A final tabulation of classes and credits will be completed after the conclusion of the school year for the purpose of determining whether the student has completed the requirements for specific graduation plans (Foundation Plan or Distinguished Achievement).

CLASS SCHEDULES (Secondary Grade Levels Only)

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

(See **Schedule Changes** on page 79 for information related to student requests to revise their course schedule.)

COLLEGE AND UNIVERSITY ADMISSIONS (Secondary Grade Levels Only)

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

- Completes 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)
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2018 term, the University will be admitting the top seven percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

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

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

{See **Class Rank/Highest Ranking Student** on page 28 for information specifically related to how the district calculates a student's rank in class and requirements for **Graduation** on page 54 for information associated with the foundation graduation program}.

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TxVSN);

- Enrollment in courses taught in conjunction and in partnership with: Lee Community College, which may be offered on or off campus;
- Enrollment in courses taught at the following institutions in the district: Accredited College or Universities; and
- Certain CTE courses

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

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

Communications—Automated

Emergency

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

[See **Safety** page 77 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 77 for information regarding contact with parents during an emergency situation.]

COMPLAINTS AND CONCERNS (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG (LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's website at www.huffmanisd.net.

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

CONDUCT (All Grade Levels)

Applicability of School Rules

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

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each district campus will be the assistant principal(s).

Disruptions of School Operations

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

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

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

Social Events

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

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

COUNSELING

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

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

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

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should report to the counseling center and ask to see a 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.

See **Substance Abuse Prevention and Intervention** on page 85 and **Suicide Awareness** on page 86.

COURSE CREDIT (Secondary Grade Levels Only)

A student in grades 9-12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels)

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

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

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

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

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The exams offered by the district are approved by the

district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2017-2018 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

If a student plans to take an exam, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date.

[For further information, see policy EHDC.]

Students in Grades 1-5

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

Students in Grades 6-12

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

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the

district's policy is available in the principal's office and in the superintendent's office.
[See policy FFH]

Dating Violence

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

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

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

Retaliation

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

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

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

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

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

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

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36.]

DISTANCE LEARNING

All Grade Levels

Distance learning and correspondence courses includes 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 will not recognize and apply the course or subject toward graduation requirements or subject mastery.

All students enrolled in Distance Learning courses are responsible for paying all fees associated with the course unless approved by Principal.

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 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 48]. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment and the requirements related to the incorporation of the EOC score into the student’s final course grade and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction.

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

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

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR OTHER DOCUMENTS (All Grade Levels)

School Materials

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

The school newspaper and yearbooks are available to students.

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

Non-school Materials

From Students

Students must obtain prior approval from the campus administrators before posting, circulating, or distributing written 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 non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated a specific area as the location for approved non-school materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school 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 administrators for prior review. The campus administrator will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, or GF.]

The principal will designate a specific area as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD (LOCAL) or a 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 non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

DRESS AND GROOMING (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. The student and his/her parent(s) or guardian may determine the student's personal dress and grooming standards provided that the student's dress and grooming:

- Shall not lead school officials to reasonably believe that such dress or grooming will disrupt, interfere with, disturb, or detract from school activities; and
- Shall not create a health problem or safety hazard for the student or others.

If the principal determines that a student's grooming or clothing violates the school's dress code, even if the infraction is not specifically detailed in the dress code guidelines,

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

Using the following guidelines, school administrators, with the input and support of faculty members, have the final decision in determining and enforcing acceptable student dress and grooming standards.

The following statements will serve as guidelines for student appearance:

Student ID's

All students at the high school and middle school have been issued a student identification card in an effort to maximize student's safety and security on those campuses.

All students in grades 6-12 are required to wear their school ID during the school day. Failure to do so may be considered a violation of the student dress code. Students must have their ID for meal service. If they do not have their ID they must go to the back of the serving line.

Girls:

Note: Appropriate length for shorts and dresses/skirts is defined as when standing with arms extended down to the side, the end of the garment must reach at least to fingertip.

- Hair should be combed, brushed, well groomed, and out of the eyes; hair color should be within the spectrum of color that hair grows naturally. Unusual hair styles, shaved areas, Mohawks, spikes, styles resembling Mohawks, and hair dyed in patches are not permitted.
- Hats, bandanas, scarves, do-rags, and caps are not to be worn on campus except on specific theme days. No head covering of any kind will be allowed, including hoods on jackets.
- No extreme colored/designed eye contacts will be permitted. Colored contacts should be within the spectrum of natural eye colors.
- Sunglasses are not to be worn in the school building.
- Other than ear piercing, no type of body/facial piercing jewelry or piercing "fillers" will be allowed; no gauging/stretching of body parts (i.e. spacers) will be permitted. Earrings are allowed on girls.
- Tattoos, including temporary or fake, are not allowed. If a student has a tattoo, he/she must keep the tattoo covered while at school and/or any school-related event.
- No mouth jewelry such as "grills" or any other type of mouth jewelry will be permitted.

- Clothing attachments or accessories, which could be considered weapons, are not permitted. (Chains, studded or spiked collars/jewelry/belts, oversized jewelry, etc.) “Dog collar” type necklaces are not allowed.
- No excessive makeup or glitter may be worn.
- For Grade PK-5: NO makeup or face nails are permitted.
- Revealing clothing are not permitted (i.e. extremely tight tops, halter tops, strapless tops, hour-glass tops, spaghetti-strapped tops, or see-through shirts/blouses).
- Students are permitted to wear sleeveless tops as long as straps are four fingers in width.
- Girls must wear the proper undergarments at all times.
- Clothes should be sufficient to cover and conceal all undergarments and/or private areas.
- Exposed midriff, back, or low necklines (front or back) are not permitted. Tops designed in this fashion must be covered.
- Except on extremely cold days, coats are not to be worn in the hallways or classrooms. No blankets are ever permitted to be used during school hours.
- Dresses, skirts, and shorts must reach at least to the fingertip when standing.
- No ripped, torn, or tattered clothing is permitted that expose skin above the fingertip level; holes in pants/shorts must be patched appropriately (no tape, etc.).
- No oversized apparel, including baggy pants, which are worn low at the waist, is permitted.
- Pants, shorts, and skirts should be fit at the waist, have properly sewn hems and meet at least fingertip length.
- Overalls must be fastened at both straps and all side buttons must be fastened.
- Wind/running shorts and pajamas are not permitted.
- Leggings, jeggings, yoga pants, or any form fitted/spandex type pants are permitted to be worn under a shirt that covers both the rear and front when a student goes through the normal activities of a school day (i.e., bending, stretching, reaching, etc.)
- Leggings should be made of a solid material and should not be transparent.
- Shoes are required at all times. Shoes may be removed for instructional reasons only, as deemed appropriate by the teacher, Assistant Principal, or Principal. Students should never enter the hallways without their shoes on for safety reasons. Appropriate shoes must be worn in PE. Shoes that require shoelaces must be tied. Shoes with inserted wheels and cleats are not allowed in the building. For safety reasons, certain classes will require closed-toe shoes (Science, Ag, PE, etc). NO house shoes/slippers except on designated theme days.
- Taps and steel-toed footwear are not permitted.
- For grades PK-1, sandals/shoes must have a back strap. No backless shoes will be allowed. Flip-flops (also called shower shoes and water shoes) may not be worn. For SAFETY reasons, NO heels larger than 1 inch in grades PK-5.
- For Grades 2-5: Appropriate shoes must be worn in PE.
- Clothing, jewelry, and personal items, (backpacks, fanny packs, gym bags, cell phones, notebooks & water bottles, etc.) shall be free of writing, pictures, skulls or any other insignia which are vulgar, violent, crude, profane, or sexually suggestive, which bare drug, alcohol, or tobacco company advertising,

- promotions and likenesses, or which advocate racial, ethnic, or religious prejudice, creates animosity between groups, can be construed to have a “double meaning,” or could create an unsafe disturbance by virtue of its content.
- Students placed in DAEP will be required to meet a stricter dress code.

Boys:

Note: Appropriate length for shorts is defined as when standing with arms extended down to the side, the end of the garment must reach at least to the fingertip.

- Hair should be combed, brushed, well groomed, off the shoulders (may not rest on shoulders), and out of the eyes. Unusual hair styles, shaved areas, Mohawks, spikes, styles resembling Mohawks, and hair dyed in patches are not permitted.
- Hair color should be within the spectrum of color that hair grows naturally. Hair length should not obscure site or ability to identify student.
- Boys facial hair must be well groomed. Sideburns must not extend past the earlobe. Beards and goatees must not extend in length past the chin or onto the neckline.
- No extreme colored/designed eye contacts will be permitted. Colored contacts should be within the spectrum of natural eye colors.
- Sunglasses are not to be worn in the school building.
- Male students are not permitted to wear earrings of any type.
- Clothing attachments or accessories, which could be considered weapons, are not permitted. (Chains, studded or spiked collars/jewelry/belts, oversized jewelry, etc.) “Dog collar” type necklaces are not allowed.
- Hats, bandanas, scarves, do-rags, and caps are not to be worn on campus except on specific theme days. No head covering of any kind will be allowed, including hood on jackets.
- No type of body piercing jewelry or piercing “fillers” will be allowed; no gauging/stretching of body parts (i.e. spacers) will be permitted.
- No mouth jewelry such as “gills” or any other type of mouth jewelry will be permitted.
- Tattoos, including temporary or fake, are not allowed. If a student has a tattoo, he/she must keep the tattoo covered while at school and/or any school-related event.
- No excessive makeup or glitter may be worn.
- Pre-K-5: NO makeup permitted.
- Sleeveless tops are not permitted. (PK-5 students are permitted to wear sleeveless tops, the straps must be a least three inches wide and properly worn.)
- Shirts should be buttoned except for the top two buttons.
- Shirts should not be oversized and should be of appropriate length. If the length of a shirt extends past the fingertips, then the shirt must be tucked into the pants or shorts.
- Sleeveless shirts and tank tops are not permitted.
- Except on extremely cold days, coats are not to be worn in the hallways or classrooms. No blankets are ever permitted to be used during school hours.
- Clothes should be sufficient to cover and conceal all undergarments and/or private areas.

- Boys will wear either pants or shorts. Shorts should be of appropriate length for both standing and sitting. Athletic shorts are allowed as long as they extend to the fingertips. Pants and shorts should fit at the waist and have properly sewn hems. No oversized/baggy pants or shorts will be permitted.
- No pajamas will be permitted.
- Boys must wear the proper undergarments at all times.
- No ripped, torn, or tattered clothing is permitted that expose skin above the fingertip level; holes in pants/shorts must be patched appropriately (no tape, etc.).
- Overalls must be fastened at both straps and all side buttons must be fastened.
- Shoes are required at all times. Shoes may be removed for instructional reasons only, as deemed appropriate by the teacher, Assistant Principal, or Principal. Students should never enter the hallways without their shoes on for safety reasons. Appropriate shoes must be worn in PE. Shoes that require shoelaces must be tied. Shoes with inserted wheels and cleats are not allowed in the building. For safety reasons, certain classes will require closed-toe shoes (Science, Ag, PE, etc). NO house shoes except on designated themed days.
- Taps and steel-toed footwear are not permitted.
- Tank tops, undershirts, and sleeveless shirts are not permitted.
- For grades PK – 1, sandals/shoes must have a back strap. No backless shoes will be allowed. Flip-flops (also called shower shoes and water shoes) may not be worn.
- For Grades 2-5: Appropriate shoes must be worn in PE
- Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, cell phones, notebooks & water bottles, etc.) shall be free of writing, pictures, or any other insignia which are vulgar, violent, crude, profane, or sexually suggestive, which bare drug, alcohol, or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic, or religious prejudice, creates animosity between groups, can be construed to have a “double meaning,” or could create an unsafe disturbance by virtue of its content.
- Students placed in DAEP will be required to meet a stricter dress code.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off and/or not in use in instructional settings, including during all testing unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day the device will be confiscated. The student/parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$10.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 81 and policy FNF.]

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

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 84 and policy FNF.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

To prepare students for an increasing technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to accept a user agreement 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 sending, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

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

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

END-OF-COURSE (EOC) ASSESSMENTS

See **Graduation** on page 54 and **Standardized Testing** on page 83.

ENGLISH LANGUAGE LEARNERS (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 83 may be administered to an English language learner for a student up to grade 5. In limited circumstances a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 88.]

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

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

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

- A student who receives at the end of the first six weeks*, or at the end of every grading period a grade below 70 in any academic class—other than an advanced

placement or international baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.

*Any failing grades on the six weeks progress report at the beginning of the school year will render students ineligible from participating in extra-curricular activities for at least three school weeks.

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

Event Attendance

NO Children under the age of 8th grade shall be allowed to attend school events without a parent accompanying them during the length of an event.

Offices and Elections

Student Council Sponsor/s will be responsible for supervising all Student Council, Class Officer Elections and Homecoming Court elections. In order for a student to be elected, they must receive a majority vote of those students voting in the election.

Early Graduation

All early graduates must meet standards on all state assessment. All request for early graduation must be submitted in writing to the campus principal for approval. All students graduating early must remain on the recommended or FHP with an endorsement graduation plan unless there are extenuating circumstances surrounding the early graduation request.

Fees(All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the Campus Administration. [For further information, see policies at FP.]

Fund-Raising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

(See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36.)

Grade Level Classification (Grades 9-12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation for extra-curricular purposes. Students not meeting the credit requirements listed below will not be eligible to participate in extra-curricular activities until they have passed all courses for the first six weeks of the school year.

| Credits Earned | Classification |
|-----------------------------|----------------------|
| 1 st year in HHS | Grade 9 (Freshman) |
| 5 | Grade 10 (Sophomore) |
| 10 | Grade 11 (Junior) |
| 15 | Grade 12 (Senior) |

Grading Guidelines

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

Also see **Report Cards/Progress Reports and Conferences** on page 76 for additional information on grading guidelines.

BEN BOWEN EARLY CHILDHOOD CENTER GRADING GUIDELINES

At BBECC (PK-1), all students receive report cards at nine weeks intervals. Progress reports will be sent to all parents at the middle of each grading period. Students are assessed in the following subject areas in grades one: Reading/Language Arts, Spelling, Science, Social Studies, Handwriting, Mathematics, Music, and Physical Education/Health. Students in Pre-Kindergarten and Kindergarten are assessed according to individual skills appropriate for their grade.

Grading scales used are as follows:

- 3 Meeting standards/ expectations
- 2 Progressing but experiencing difficulty in meeting standards and expectations
- 1 Not meeting standards/expectations

Grade Requirements are as follows:

- A minimum of 1 grade per week in each subject area: Reading, Language Arts, Math, Science/Social Studies.
- All grades will be counted equally.

COPELAND ELEMENTARY

At the elementary campus your child will be issued a report card at the end of each nine week grading period. A written progress report will be issued at the middle of each grading period.

In grades 2-5, achievement is reported to parents as:

- A 90-100
- B 80-89
- C 75-79
- D 70-74
- F Below 70

Grade Requirements for Grade 2 are as follows:

- A minimum of 7 total grades per grading period in the following subject areas: Language Arts, Science, and Social Studies.
- Students are not given a Reading grade during the first semester, they are given a Reading Level.
- A minimum of 9 total grades per grading period in the following subject areas: Math.
- All grades are counted equally.

Grade Requirements for Grade 3 are as follows:

- A minimum of 7 total grades per grading period in the following subject areas: Language Arts, Science, and Social Studies.
- A minimum of 9 total grades per grading period in the following subject areas: Reading and Math.
- All grades are counted equally.

Grade Requirements for Grades 4 & 5 are as follows:

- A minimum of 9 total grades per grading period in the following subject areas: Reading, Language Arts, Mathematics, Science and Social Studies.
- All grades are counted equally.

SECONDARY CAMPUSES

After the 3rd and 6th week of each grading period, your child will be given a written unsatisfactory progress report if your child's performance in any course is near or below 70, or is below the expected level of performance. It is recommended that parents schedule a conference with the student's teacher if a failing grade appears on the progress report.

The school year is divided into two semesters, grades 6-12 have 9 week grading periods. Report cards are issued at the end of each grading period.

At secondary campuses, incomplete grades for a grading period or a semester must be made up within two weeks, or a failing grade may be issued. An incomplete grade will cause a student to be ineligible for extracurricular activities.

A grade of at least 60 in Pre AP/ AP classes is required for UIL No pass No play, but still is a failing grade for grading period.

In grades 6–12, achievement is reported to parents as:

| | |
|---|----------|
| A | 90-100 |
| B | 80-89 |
| C | 75-79 |
| D | 70-74 |
| F | Below 70 |

Grade Requirements for HMS are as follows:

- A minimum of 15 daily grades per grading period in each subject area.
- A minimum of 3 major grades per grading period in each subject area.
- Grades are calculated by averaging 60 percent of all major grades and 40 percent of all daily grades in Pre-AP classes.
- Grades are calculated by averaging 50 percent of all major grades and 50 percent of all daily grades in all other classes.

Grade Requirements for HHS are as follows:

- A minimum of 12 daily grades per grading period in each subject area.
- A minimum of 3 major grades per grading period in each subject area.
- Grades are calculated by averaging 60 percent of all major grades and 40 percent of all daily grades in Pre-AP and AP classes.
- Grades are calculated by averaging 50 percent of all major grades and 50 percent of all daily grades in all other classes.

Graduation (Secondary Grade Levels Only)

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

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

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

Testing Requirements for Graduation

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

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

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

(Also see **Standardized Testing** on page 83 for more information.)

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 59.

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

| Course Area | Number of credits Foundation Graduation Program | Number of credits Foundation Graduation Program with an Endorsement |
|--|---|--|
| English/Language Arts | 4 | 4 |
| Mathematics | 3 | 4 |
| Science | 3 | 4 |
| Social Studies, including Economics | 3 | 3 |
| Physical Education | 1 | 1 |
| Language other than English | 2 | 2 |
| Fine Arts | 1 | 1 |
| Locally recommended courses | 2 credits in Technology 1 credit in Social Studies .5 credit in Speech .5 credit in Health | 2 credits in Technology 1 credit in Social Studies .5 credit in Speech .5 credits in Health |
| Electives | 5 | 3 |
| TOTAL | 26 credits | 26 credits |
| | | |

Additional considerations apply in some course areas, including:

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

- **Language other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

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

Personal Graduation Plans

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

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

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

Available Course Options for all Graduation Programs

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

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 state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability 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 and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH (LEGAL).]

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

Graduation Activities

Graduation activities will include:

- Ordering Invitations, Cap & Gown
- Practice
- Graduation

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on exit-level tests or end-of-course assessments will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and 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.

Participation in graduation ceremonies and related school sponsored activities are privileges that can be revoked for failure to comply with HISD Student Code of Conduct and/or District Policy.

All graduating seniors will wear caps and gowns and comply with an established dress code. No senior will be allowed to participate in graduation exercises that refuse to comply with these rules. Students will be allowed to wear honor cords, National Honor Society collar, and honor medallions during graduation.

Any graduating senior who is on suspension the day of graduation will not be allowed to participate in graduation exercise or any school related activities on school premises.

Students are subject to removal from graduation ceremony for inappropriate **behavior** before or during the ceremony. Students may be required to participate in a conference with the principal to obtain the diploma as a consequence of inappropriate behavior in addition to removal from the ceremony.

Graduation Speakers

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

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

For student speakers at other school events, see **Student Speakers** on page 85)

[See FNA (LOCAL) and the *Student Code of Conduct*.]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both 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 50.]

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 T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36.]

Hazing

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

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a

criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 22 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness (All Grade Levels)

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

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

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

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

Bacterial Meningitis (All Grade Levels)

State law specifically requires the district to provide the following information:

- **What is meningitis?**

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- **What are the symptoms?**

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

Children (over 5 years old) and adults with bacterial meningitis commonly have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

- **How serious is bacterial meningitis?**

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

- **How is bacterial meningitis spread?**

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).

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

- **How can bacterial meningitis be prevented?**

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

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

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

You should seek prompt medical attention.

- **Where can you get more information?**

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

NOTE: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** page 65 or more information.]

Food Allergies (All Grade Levels)

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

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

See policy FFAF and **Celebrations** on page 24.

Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. Because lice spread so easily, the district will need to exclude any student found to have live lice until after one treatment of an FDA-approved shampoo or cream rinse, which can be purchased from a drug store or grocery store.

A student found to have live lice will need to be treated with an FDA approved treatment kit, which includes a shampoo or gel, as well as a special comb, for the removal of nits. Even after a treatment, nits left in the hair can hatch into live lice.

After the treatment has been administered, including the removal of all nits, the parent and child must meet with the nurse the following day to ensure proper treatment has occurred. If the nurse determines that the child is both free of lice and nits, he/she will be allowed to return to school.

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

Physical Activity Requirements

Elementary School

In accordance with policies at EHAB, EHAC, and EHBG, the district will ensure that students in full day pre-kindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

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

Junior High/Middle School

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

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

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 5 meetings. Additional information regarding the district's SHAC is available from the Assistant Superintendent for Curriculum & Student Services.

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

[See **policies at BDF and EHAA**. See **Human Sexuality Instruction** on page 6 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Huffman ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the Assistant Superintendent for Curriculum & Student Services with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3-12)

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

Vending Machines (All Grade Levels)

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

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

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

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

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Charlie Miller, the district's designated asbestos coordinator, at 281-324-2425.

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Reed Richard the district's IPM coordinator, at 281-324-2425.

HOMELESS STUDENTS (All Grade Levels)

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

For more information on services for homeless students, contact the district's homeless education liaison, Kathy Krenek, Director of Special Services at 24302 FM 2100, Huffman, TX, 77336, 281-324-1127.

(See **Students Who Are Homeless** on page 14.)

HOMEWORK (All Grade Levels)

Huffman ISD believes that homework is an important part of the learning process. It serves both to extend and reinforce the classroom learning. Our goal is to provide purposeful homework as a means of contributing to the education of all students. When properly assigned and completed, homework helps develop study habits, responsibility, and independence. Meaningful homework enriches and reviews lessons, allowing students to practice and apply skills learned.

All homework assignments should have a definite purpose that is clearly understood. Homework should be checked, and appropriate feedback should be provided to the students in a timely manner. Students and parents will be provided guidelines for homework and re-teach/retest procedures in advance of the end of the first three weeks of the new school year. Special needs students will be assigned modified homework, if necessary.

ILLNESS

(See **Student Illness** under **Health-Related Matters** on page 60.)

IMMUNIZATION (All Grade Levels)

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

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

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

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

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

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

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

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

Students Taken Into Custody

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

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

- To comply with a properly issued directive to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

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

LEAVING CAMPUS (All Grade Levels)

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

Leaving At Any Other Time During the School Day, Including Lunch

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.

Hargrave High School is a closed campus.

LOST AND FOUND (All Grade Levels)

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

MAKEUP WORK

Makeup Work Because of Absence (All Grade Levels)

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

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

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit.” [See also **Attendance for Credit or Final Grade** on page 19.]

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

One day will be given for each day absent.

Major Projects:

If a project has been assigned prior to an absence & due while the student was out, the project is due on the first day the student returns to school. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

Exams/Assessments:

A student will be permitted to make up tests missed due to absences within two weeks of the absence; students are responsible for scheduling a make-up date and time with the teacher. Teachers may extend the allotted time to make up exams with administrator approval.

Semester Exams:

A one-week window is allowed for making up semester exams; second semester make-up exams must be scheduled with the teacher and communicated with the student’s counselor; the exam must be made up during the first week of summer break.

Note: A student who does not make up assigned work within the time allotted by the teacher (according to our policy) will receive a grade of zero for the assignment.

For Field Trips/School Activities:

Students are generally expected to turn in all due assignments prior to leaving for the field trip/school activity. Students are expected to get with all teachers prior to taking a

field trip/participating in a school activity that takes them out of the classroom to determine what work/activities will be missed; teachers may expect students to submit work and/or take exams prior to the trip/activity.

DAEP Make-up Work

Grades 6-12

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

In-school Suspension (ISS) Make-up Work (All Grade Levels)

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

MEDICINE AT SCHOOL (All Grade Levels)

Students are not allowed to transport medication to and from school. This includes prescription and over the counter medications (Example: cough drops, cough strips, medicated lip balm, Tylenol, etc.) Parents/Guardians need to bring those medications to the Clinic in the **original, unopened** container and have dosage information for your child's age group. Prescription medications must have the pharmacy label on the bottle/box with your child's information and dosage information. Once the required forms are signed, arrangements can be made to dispense the medication during school hours.

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

Only authorized employees, in accordance with policies at FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.

- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students may not possess medication of any type at school as listed above. Students who need medications administered at school must provide the required written request as specified above.

- In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:
 - In accordance with the guidelines developed with the district's medical advisor; and
 - When the parent has previously provided written consent to emergency treatment on the district's form.

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

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

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

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

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

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

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

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT (All Grade Levels)

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Contact Dr. Shirley Dupree at 24302 FM 2100, Huffman, Texas 77336 or 281-324-7601.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability; Contact Angela Rhodes at 24302 FM 2100, Huffman, Texas 77336, or 281-324-7536.
- All other concerns regarding discrimination; Contact the Superintendent of Huffman ISD at 24302 FM 2100, Huffman, Texas 77336 or 281-324-1871.

[See policies FB, FFH and GKD.]

PARENT AND FAMILY ENGAGEMENT (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.

- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child, once 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 34.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, 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 76.]
- Becoming a school volunteer. [For further information, see policies at GKG and **Volunteers** on page 96.
- Participating in campus parent organizations. Parent organizations include: PTA, PTO, Booster Clubs.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact a campus administrator.
- Serving on the School Health Advisory Council, (SHAC) assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 63.]
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletics' Participation (Secondary Grade Levels Only)

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

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

All students involved in extra-curricular activities, and/or who drive a vehicle on campus, and/or who elect to participate will be subject to random drug screening. See FNF (Local) and Appendix II.

[See policy FFAA.]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the United States 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 7.]

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

[See policy EC for more information.]

PRAYER (All Grade Levels)

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

PROMOTION AND RETENTION

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

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

Elementary and Middle/Junior High Grade Levels

In grade 1, promotion to the next grade level shall be based on mastery of literary and mathematics curriculum.

In grades 2–8, promotion to the next grade level shall be based on an overall average of 70 or above on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) and a grade of 70 or above in reading/English language arts and a grade of 70 or above in mathematics.

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the reading and mathematics sections of the grade 5 assessments in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the reading and mathematics sections of the grade 8 assessments in English.

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

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

(See **Standardized Testing** on page 83)

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment test. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

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

Parents of a student at or above grade 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special

instructional programs designed to improve performance. The student may be required to participate in this instruction before, after or during normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

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

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans** on page 54 .

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 51.)

Students will also have multiple opportunities to retake EOC assessments. (See **Graduation** on page 54 and **Standardized Testing** on page 83 for more information about EOC assessments.)

RELEASE OF STUDENTS FROM SCHOOL

{ See **Leaving Campus** on page 67 }

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every 9 weeks.

Progress Reports with each student's grades or performance in each class or subject are issued to parents during the middle of each grading period in grades PK-5, and every three weeks in grades 6-12.

Parents will receive a progress report if their child's performance in any course is below the expected level of performance. If the student receives a grade lower than 70 in any

class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 75 on how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal and superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA (LOCAL).] and **Grading Guidelines** on page 51.

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school in a time specified by the teacher or campus administrator. The district may use an electronic program to communicate academic information about your child including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district but you are entitled to request the option to provide a handwritten signature of acknowledgement instead.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36.]

SAFETY (All Grade Levels)

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

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

SCHOOL MESSENGER

Keeping you informed is a top priority at Huffman Independent School District. That's why we have adopted the School Messenger Notification Service which will allow us to send a telephone or e-mail message to you providing important information about school events or emergencies. We anticipate using School Messenger to notify you of school delays or cancellations due to inclement weather, as well as remind you about various events, including report card distribution, open house, field trips, and more. In the event of an emergency at school, you can have peace of mind knowing that you will be informed immediately by phone.

What you need to know about receiving calls sent through School Messenger

- Caller ID will display the school's main number when an announcement is delivered.
- School Messenger will leave a message on any answering machine or voicemail.
- Only a student's primary contact number will be called for general announcements. For Emergency announcements all of a student's emergency contact numbers will be called simultaneously.

The successful delivery of information is dependent upon accurate contact information for each student, so please make certain that we have your most current phone numbers. If this information changes during the year, please let us know immediately.

Accident Insurance

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

Preparedness Drills: Fire, Tornado, and Other Emergencies

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

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

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

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert the community in the following ways:

Radio Stations: KILT FM -100.3 KKBQ - FM 92.9 **Television:** Local Stations
 KIKK – AM 650 KTRH – AM 740

Also students/parents can find this information on the district's Facebook page or website @ www.huffmanisd.net (under For Parents), and will receive an SCHOOL MESSENGER message, or may go to <https://www.safeschoolalerts.org> and subscribe to receive email updates regarding emergency school information.

SAT, ACT, AND OTHER STANDARDIZED TESTS

See **Standardized Testing** on page 83.

SCHEDULE CHANGES (Middle/Junior High and High School Grade Levels)

Student or parent requests for schedule changes made within the first ten (10) days of a semester are to be directed to the counseling office. After the first ten (10) days of a semester such requests must be made to the principal. Schedule changes both during and after the first ten (10) days of a new semester will not be made unless the change is necessary for one or more of the following reasons:

- Balance of class size;
- Appropriate academic placement;
- Placement with a particular teacher or within a section of a class as long as placement in their class does not exceed the average class size for a class in that particular course. Class size may vary from course to course depending upon size of facilities, equipment, or other identified factors.

Changes from one course to another, unless the student has been academically misplaced, require the approval of the principal or designee.

Students may not be allowed to change classes or courses after the end of the first grading period of a semester. Such schedule change would result in loss of credit. Students may be required to remain in the course until the end of the semester.

SCHOOL FACILITIES

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

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

Conduct Before and After School (All Grade Levels)

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

Event Attendance

No Children under the age of 8th grade shall be allowed to attend school events without a parent accompanying them during the length of an event.

Use of Hallways During Class Time (All Grade Levels)

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

Cafeteria Services (All Grade Levels)

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

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

facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. See the district website at www.huffmanisd.net for online free/reduced lunch applications under the Parent Portal.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals for up to two days for elementary students and one day for secondary students. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. For Library dates/times, contact your campus administrators/or Librarian.

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 is available in the principal's office.

SEARCHES

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

Students' Desks and Lockers (All Grade Levels)

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

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

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

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

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

[See policy FNF (LEGAL) and **Electronic Devices and Technology Resources** on page 45 for more information.]

Vehicles on Campus (Secondary Grade Levels Only)

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

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

Trained Dogs (All Grade Levels)

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

Metal Detectors (All Grade Levels)

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

Drug-Testing (Secondary Grade Levels Only)

[For further information, see policy FNF (LOCAL) and in **Appendix II** on page 99. Also, see **Steroids**, on page 85.]

Sexual Harassment

(See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 36.)

Special Programs (All Grade Levels)

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

STANDARDIZED TESTING (Secondary Grade Levels)

Secondary Grade Levels

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

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

TSI (Texas Success Initiative) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level, in order for the student to be promoted to the next grade level. See **Promotion and Retention** on page 77 for additional information.

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

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

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

Grades 9-12

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

- Algebra I
- English I, English II
- Biology
- United States History

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

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

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

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

See **Graduation** on page 54 for additional information.

STEROIDS (Secondary Grade Levels Only)

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

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

STUDENTS IN FOSTER CARE (All Grade Levels)

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

Please contact Kathy Krenek, who has been designated as the district's foster care liaison, at 281-324-1127 with any questions.

See **Student in the Conservatorship** of the State on page 14 for more information.

STUDENT SPEAKERS (All Grade Levels)

The district provides students the opportunity to introduce school events. See FNA (LOCAL) at INTRODUCTORY SPEAKERS for more information.

If a student meets the eligibility criteria and wishes to introduce one of the school events listed in policy, the student should submit his or her name in accordance with policy FNA (LOCAL).

[See policy FNA (LOCAL) regarding other speaking opportunities and **Graduation** on page 54 for information related to student speakers at graduation ceremonies.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)

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

SUICIDE AWARENESS (All Grade Levels)

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

SUMMER SCHOOL

Huffman ISD will provide summer school programs for remediation, credit recovery, EOC and STAAR preparation. Students and parents may be required to pay a fee for summer school coursework. If a student fails to abide by the summer school rules, he/she may be removed from the program and will forfeit all fees.

TARDIES (All Grade Levels)

Attendance and punctuality are important obligations to learning. A student is tardy if they are not in the class when the bell rings to begin the school day and/or class period. Students are expected to be punctual to class on a daily basis to maximize their learning opportunities. Each campus will strive to hold students accountable to keep tardiness to a minimum. All students and parents should reference their campus policies on the expectations and consequences for tardiness to class. Please contact the campus principal if you need clarification or need information regarding tardiness on your child's campus.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER TECHNOLOGICAL EQUIPMENT (All Grade Levels)

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

TRANSFERS (All Grade Levels)

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

[See **Safety Transfers/Assignments**, on page 13, **Bullying** on page 22 and **Students Who Have Learning Difficulties or Who Need or May Need Special Education Services**, on page 14 for other transfer options.]

TRANSPORTATION (All Grade Levels)

School Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an

exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The district makes school bus transportation available to all students. This service is provided at no cost to students.

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop or an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact our Transportation Department at 281-324-1711.

Bus Rules and Regulations

2017-2018

REGULATIONS

- 1. It is a privilege, not a right to ride on the bus.** The goal of Huffman Transportation Department is to provide safe and efficient transportation to and from school.
- 2.** An eligible transported student is defined as one who resides two (2) or more miles from school, or a student who participates in special classes for exceptional children and who meets applicable state criteria. All others are considered Hazardous area eligible riders if a student has to cross any high volume roads or highways and railroad crossings.
- 3. Student Registration for bus service is mandatory.** The parent/guardian only, can register their student(s) for school. At the time of registration, the parent/guardian will be required to show proof of residency through either a lease agreement or utility bill in their name.
- 4. Change of address or phone numbers.** It is the responsibility of the parent/guardian to notify Huffman ISD Transportation Department of changes in Address or phone numbers. Failure to do so could result in temporary suspension of service until it is corrected; this is in effect for your child's safety.
- 5. Drivers shall load and unload students on designated stops only.** Each student will have one designated pick-up and drop-off point. *Exceptions for the day (i.e., riding home with another student), will require a signed note from the parent/guardian, as well as the campus principal or campus administrator in charge. No exceptions.* If a student is caught riding a non-designated bus without proper authorization, the student will be brought to the transportation office, and the parent will be notified and required to

pick up the student. This action will result in a bus referral for the student or suspension from bus riding privileges.

6. No parent/guardian will be allowed to pick up their children any place other than their designated stop. The parent/guardian is required to pick the student up at their school if they need to pick up early. **This regulation is in effect for the protection of your student.**

7. If the student or students misses the bus, it is the responsibility of the parent/guardian to provide transportation to or from his/her school.

8. Parents/guardians are required to meet the bus for students in pre-K thru 3rd grade. In order for anyone else to be able to pick up the student (including siblings), Huffman ISD Transportation Department needs to have that person's name on file in the office. Please call if you are unable to meet the bus. If no one is there to meet the bus on time, the student will be brought back to the transportation office for the parent/guardian to pick up. If there is no one to meet the student at the bus stop on three separate occasions in a school year, this is considered excessive, and the student could lose bus riding privileges for the remainder of the school year.

9. Huffman ISD video records all routes to monitor student behavior and for quality control. Your child could be videotaped at anytime while riding the bus to and from school. However, state law governing student privacy does not permit a parent to view a videotape on which any other student can be recognized.

10. Pets and Livestock must be restrained or penned up out of the way of the bus. It is extremely important that parent/guardian's keep the family pets out of the road. Every year pets are injured or killed by buses. Students have been known to run after their pets in front of, or behind the bus into traffic. Students can be injured or even killed! When a pet is killed by the bus, the driver and students are traumatized. Many times buses are made to wait for pets and livestock in the road and around the bus, making the student late for school or home. Please, help us with this very important problem! If family pets are left unattended in the pick up or drop off area, Huffman ISD will call animal control or suspend services.

11. Students must be at their designated bus stop five (5) minutes prior to the scheduled pick up time.

12. When loading and unloading, students should always walk ten (10) feet in front of the bus (never behind). The bus driver will wait until all students are seated, or completely across or out of the roadway, before moving the bus.

13. Outside of quiet and polite conversation, classroom conduct is expected at all times while on the bus.

14. Students are expected to abide by all the same rules as set down in the Student Handbook for the Code of Student Conduct while on the bus, at transfer and bus

stops. Bus drivers are required to enforce the rules as written. This includes, but not limited to, the dress code, improper language, fighting, etc.

15. Students are expected to sit in their assigned seat at all times. Huffman ISD School Bus Drivers are authorized to make all seat assignments.

16. When sitting on the bus, boys/males shall seat on the right side (door side) of the bus and girls/females shall seat on the left side (driver side) of the bus. At no time, are a boy and girl to share seats, If there is not enough room on one side of the bus for all students, The driver, not the student(s) will make the decision to move students to the other side of the bus.

17. At no time shall the student extend any part of their body out of the bus windows. Students are not allowed to yell, throw, spit or pass items through the windows.

18. Students are never permitted to stand on the bus while the bus is in motion. Students should always sit facing forward with their feet on the floor and back pack on their lap or on their back. No part of their body should extend into the bus isle. This is for their safety and the safety of any child exiting the bus.

19. Students will be held financially responsible for any damage caused to his/her bus seat while on the bus. If the student notices a change in the condition of their seat, please inform the driver as soon as they enter their seat and not after you arrive to your stop. This action will also include suspension of bus privileges for the students involved.

20. There is to be no use of alcohol, tobacco or drugs in any form. Drug paraphernalia is also prohibited.

21. No eating or drinking on the bus. An exception is a water bottle so students may keep hydrated. Students boarding the bus with unauthorized food and drink items will be required to throw items immediately into the trash can prior to going to their assigned seat. Refusal to do so will result in a bus referral/conduct report. Exceptions will be when on an Athletic or Extracurricular Trip. Coaches and/or sponsors will decide if food or drinks are allowed as long as all trash is picked up and the bus is returned clean.

22. All sport balls of any kind (Football, baseball, basketball, etc) must be contained out of sight in their backpack on the bus. Glass Items (flower vases, liquid containers, plates, etc.) are not allowed on the bus. Use of cameras, video cameras is prohibited. Laser pointer lights, flashlights, skateboards, water guns fake or toy guns of any kind and Balloons are allowed on the bus.

23. Firearms, rocks, knives, multi tools, box cutters, scissors, sling shots, lighters, matches or fireworks will not be permitted or tolerated. It is a felony to exhibit, threat to exhibit, or use firearms on any school bus transporting students to and from school or school sponsored events.

24. Electronics Headphones, Radios, Cassette Players, CD Players, MP3 players, DVD players, electronic handhelds (ex. Game Boys, Nintendo DS, PSP, etc.) or computers (laptop or handheld) are allowed on the bus as long as they **Do not** create a disciplinary issue or a noise nuisance. *If any of these items create a disturbance or an issue, they will be confiscated by Huffman ISD personnel and will only be returned to the parent at the end of the school day. No exceptions! Students refusing to give up the item will receive an immediate suspension of their bus riding privileges for no less than five (5) days.*

25. Cell Phones; Cell phones are not allowed to be used on the bus, except as an MP3 player. The only other time a cell phone is approved is in an extreme emergency with the driver's approval. If the cell phone becomes an issue or a disciplinary problem, you will be asked to put it away, if the problem continues, it will be confiscated by Huffman personnel and will only be returned to the parent/guardian only. No exceptions. Students refusing to give up the item will receive an immediate suspension of their bus riding privileges for no less than five (5) days.

26. Students at no time will verbally or physically harass or threaten the bus driver, or other Huffman ISD personnel.

27. Student will not be allowed to carry any large items that will not fit in their lap.

28. No animals, insects, reptiles, birds or fish will be allowed on the bus at anytime.

29. Students assigned to alternative schools for disciplinary reasons will forfeit their bus riding privileges while assigned there, unless alternative arrangements are made through Huffman ISD and assigned to an alternative school bus.

30. Parents are not to enter the bus while at stops. It is a misdemeanor for parents or other non-authorized personnel to board a school bus without proper authorization, or to refuse to exit if asked by the bus driver, resulting in interference with the transportation of students. Please call the Huffman Transportation Department @ 281-324-1711 if there is a problem you feel the driver needs to be aware of.

31. Students and Parents are to follow Safety Precautions at all times.

32. No makeup, perfumes, or cologne, hairspray, deodorizers, shaving cream or aerosols of any kind can be used on the bus anytime. Students found deliberately spraying these on the bus will be suspended from bus riding privileges.

DISCIPLINARY REGULATIONS

The Director of Transportation, the Campus Principal and Bus Driver will take necessary steps to maintain acceptable student conduct on school buses.

Students who fail to conduct themselves in an acceptable manner may be denied the privilege of school bus transportation.

It is recommended that parent/guardian's cooperation be sought in each case before student is excluded from riding the school bus, except in serious violations of bus rules. If this occurs, a determination will be made by authorized transportation personnel and/or Huffman ISD administration as to immediate consequence(s) to student. (example: immediate suspension)

It is understood that the bus driver has the responsibility and authority to maintain order on the school bus.

Student behavior that endangers the safety of others will not be tolerated.

It is the duty of the Director of Transportation or the campus principal and not the Bus Driver, to exclude a student from riding, however; the Bus Driver is not prohibited from exercising reasonable judgment in order to protect other passengers or themselves.

If a Student commits a serious offense, suspension of transportation privileges could be carried into summer school and/or the next school year. Parents will be notified if suspension is to be carried over to summer or next school year.

CORRECTIVE ACTION

Bus drivers are expected to complete a student bus referral form (Bus Conduct Report) on any misbehavior by students for the authorized transportation personnel to use to decide corrective actions. Huffman ISD student Relations Coordinator will indicate if the bus referral is the 1st, 2nd, 3rd, etc., at the time parent/guardian is notified, so the discipline will become more severe if misbehavior continues or becomes more serious. Exceptions to this process are special circumstances in which case the Director of Transportation, the campus principal or authorized transportation personnel may determine immediate suspension from all transportation privileges with the length of the suspension to be determined at that time. If authorized transportation personnel deem the offense serious enough in nature, transportation personnel could require a mandatory meeting with parent/guardian prior to reinstatement of student's bus riding privileges, even if student has completed his suspension from transportation privileges.

1ST REFERRAL

Parent/guardian will be notified by telephone and in writing. Student will be sent to the principal's office for corrective action.

2ND REFERRAL

Parent/guardian will be notified by telephone and in writing. Student will be sent to principal for further corrective action.

3RD REFERRAL

*Parent/guardian will be notified by telephone and in writing. **Student will be suspended from all bus riding privileges for three (3) to five (5) days.***

4TH REFERRAL

Parent/guardian will be notified by telephone and in writing. Student will be suspended from all bus riding privileges for five (5) to Ten (10) days.

5th REFFERAL

Parent/Guardian will be notified by telephone and in writing. Student will be suspended from all bus riding privileges for thirty (30) days up to the remainder of the semester.

Special Circumstances

If the offense is serious The Director of Transportation, Campus Administrators or authorized transportation personnel may determine immediate suspension from all bus riding privileges with the length of the suspension to be determined at that time.

Immediate Suspension

If a student is brought back to Huffman Transportation Office, and is removed from bus riding privileges by the Director of Transportation or Supervisor for disciplinary reasons, the parent/guardian will be required to pick up the student from the Transportation Office and a five (5) day suspension from bus riding privileges will begin immediately. Suspension could be longer depending on previous disciplinary actions. If authorized transportation personnel deem the offense serious enough in nature, transportation personnel could require a MANDATORY meeting with parent/guardian prior to reinstatement of student's bus riding privileges, even if student has completed his suspension from Transportation (bus riding privileges).

See the *Student Code of Conduct* for provisions regarding transportation to the disciplinary alternative education program (DAEP).

VANDALISM (All Grade Levels)

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

VIDEO CAMERAS (All Grade Levels)

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

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

Upon request of a parent of a student who receives special education services, a staff member or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide

notice to you. Please speak directly with the principal for further information or to request the installation and operation of this equipment.

[See EHBAF(LOCAL).]

VISITORS TO THE SCHOOL (All Grade Levels)

General Visitors

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

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

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

Visitors Participating in Special Programs for Students

On High School Career Day, Huffman ISD Campuses invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS (All Grade Levels)

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

VOTER REGISTRATION (Secondary Grade Levels Only)

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

WITHDRAWING FROM SCHOOL (All Grade Levels)

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

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

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

GLOSSARY

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

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

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

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

Attendance Review Committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent 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 lost because of absences.

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

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

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

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

IEP is the written record of the Individualized Education Program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed;

accommodations for state or district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

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

PGP stands for Personal Graduation Plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board; identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The

Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI assessment is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TxVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

APPENDIX I:

Texas Education Agency

Division of Career and Technology Education

1. Huffman ISD offers career and technology education programs in Agriculture Science, Consumer Science, Health Science, Business and Technology Education and Trades and Industry Education. Admission to these programs is based on interest, aptitude and prerequisite course completion.
2. It is the policy of Huffman ISD not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services or activities as required by the 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.
3. It is the policy of Huffman ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.
4. Huffman ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in vocational programs.
5. For information about your rights or grievance procedures, contact the Title IX Coordinator and Section 504 Coordinator, Kathy Krenek, at 24403 East Lake Houston Parkway, Huffman, Texas 77336, 281-324-1127, and/or Assistant Superintendent for Curriculum & Student Services, at 24302 FM 2100, Huffman, Texas 77336, 281-324-1871.

FORMA DE MUESTRA

1. Huffman ISD ofrece programas de la educación de la carrera y de la tecnología en ciencia de la agricultura, ciencia del consumidor, ciencia de la salud, educación del negocio y de la tecnología y los comercios y educación de la industria. La admisión a estos programas se basa en la terminación del curso del interés, de la aptitud y del requisito previo.
2. Es norma de Huffman ISD no discriminar por motivos de raza, color, origin national, sexo o impedimento, en sus programas, servicios o activades vocacionales, tal como lo requieren el Titula VI de la Ley de Deprechos Civiles de 1964, según enmienda; el Titulo IX de las Emmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.
3. Es norma de Huffman ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

4. Huffman ISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso la lengua inglés no sea un obstaculo para la admisión y participación en los programas vocacionales.
5. Para información sobre sus derechos o procedimientos para quejas comuníquese con el Coordinador del Título IX y el Coordinador de la Sección 504, Kathy Krenek, 24403 East Lake Houston Parkway, Huffman, Texas 77336, 281-324-1871, y/o Assistant Superintendent for Curriculum & Program Services, 24302 FM 2100, Huffman, Texas 77336, 281-324-1871.

Civil Rights: Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P.L. 107-110, Section 9534).

This is inclusive of vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

APPENDIX II

Huffman ISD

Drug Screening Policy

FNF (LOCAL)

Rationale

The District has determined that the use of illegal drugs and alcohol among students in grades 7-12 is a problem of increasing proportions. Information gathered from surveys of the student body and from other reliable sources within the community would indicate that such use is prevalent within all segments of the student population. Many of the extracurricular activities as offered by the District are considered to be “safety-sensitive.” Students driving vehicles on campus would also be considered “safety-sensitive.” Since the use of illegal drugs or alcohol may well pose a significant threat to the health and safety of all students who participate in extracurricular activities or drive a vehicle on campus, the District will implement a program of random testing in grades 7-12 beginning August 1, 2004.

Objectives

The drug-testing program will not be designed as a punitive measure with the intent of identifying and punishing those who may use alcohol or illegal drugs. Rather, the following objectives will serve as the foundation for the program.

1. To serve as a deterrent to the use of alcohol and/or illegal drugs among the student body;
2. To offer students a credible means to resist peer pressure as it relates to the use of alcohol and/or illegal drugs;
3. To ensure the health and safety of all students who represent the school in an extracurricular activity or who drive a vehicle on campus;
4. To provide a ready resource for support and assistance to any student who may be using illegal drugs and/or alcohol.

Voluntary Participation

The parents of a student who does not participate in any extracurricular activity and is not a student driver may request in writing that the student participate in the drug testing program. Such request may be withdrawn at any time.

Student and Parent Consent

Before a student is allowed to participate in any extracurricular activity or drive a vehicle on campus, the student and the parent and/or person otherwise in lawful control of the student must present written consent to the testing. This requirement shall apply as well to any student who chooses to participate on a voluntary basis. If the student is 18 years

of age or older, he or she shall be required to sign the permission form. Consent forms shall be valid only for the school year in which they are signed.

Dissemination of Information

A copy of this policy shall be distributed to all students in grades 7 – 12 during the official registration period at the beginning of each school year. Students enrolling at a time other than the official registration period shall be given a copy of the policy when they register.

Testing Requirements

All students in grades 7-12, who participate in an extracurricular activity, drive a vehicle on campus during the course of the school year, or who choose to participate voluntarily in the student drug-testing program shall be subject to random testing at a frequency and at a rate to be determined by the school administration.

Random Selection

The district shall provide the testing laboratory with two lists of students who have prior consent to be tested. There will be one list for the high school and one for the middle school. From these lists, the specified number of students shall be chosen for testing by computer generated random selection conducted by the testing laboratory.

Testing Procedures and Protocol

The District has contracted for drug-screening services with Pinnacle Medical Management, an independent laboratory. Pinnacle has met all standards for certification as established by the Substance Abuse and Mental Health Services Administration (SAMHSA), and all testing will be conducted by qualified laboratory personnel in accordance with accepted practices and procedures established by the contracted laboratory. Testing shall be accomplished by urinalysis using accepted immunological screening procedures; chain of custody documentation shall be maintained throughout the collection and testing processes.

Any specimens that test positive shall be confirmed by Gas Chromatography/Mass Spectrometry (GC/MS) testing methodology. All initial screening and any secondary analysis required to confirm a positive test shall be performed at District expense.

Pinnacle shall provide the services of a Medical Review Officer (MRO) who is certified by the Medical Review Officer Certification Council or by the American Association of Medical Review Officers as having proven by examination to have the appropriate medical training to properly interpret and evaluate the results of any drug testing authorized by the District. The MRO shall, as well, agree to abide by the procedures established by the District for the evaluation and timely reporting of any positive tests.

In the case of a confirmed positive test, the MRO, or an authorized representative, shall attempt to contact the parent of person otherwise in lawful control of the student, within one school day of having received the results. Should the MRO be unsuccessful in initial attempts to contact the parent within the time specified, the District shall provide assistance in locating the parent or person otherwise in lawful control of the student. In such cases, the parties should only assume that the contact is for the purpose of responding to routine questions associated with the follow-up of any test.

The MRO shall confer with the parents to determine whether there is a medical explanation for the positive result. If the parent provides the medical excuse with documentation, the MRO shall report the test result as negative. Without medical documentation, however, the MRO shall report as confirmed a positive test result to the designated district administrator within one school day after conferring with the parent.

Unless otherwise noted, all drug tests will be administered through the certified, independent laboratory, Pinnacle, with which the district contracts for drug testing services.

Confidentiality

The collection and coding of specimen samples will be executed in a manner that ensures proper identification and total confidentiality.

Test results will be made known to the Superintendent or designee, the student, and the parent or person otherwise in lawful control of the student. All other parties involved in case of a confirmed positive test will be notified only with respect to the level of the offense.

Test results shall be released only upon written request of a parent or person otherwise in lawful control of the student or to a student who is of legal age. Test results will be destroyed when the student is no longer of school age.

Pinnacle shall be prohibited from releasing any statistical information relating to the nature or rate of any positive tests that result from the testing program to any person, organization, news publication, or the media without the expressed written consent of the District. Pinnacle shall, however, provide the District with a report, at least quarterly, that includes the number of tests performed during the specified period, the rate of both positive and negative results, and a list of the substances identified from any positive specimens.

Screening Parameters

For purposes of this policy, the term drug shall be defined as any substance considered illegal by either federal or Texas law or that is controlled by the United States Food and Drug Administration including but not limited to the following:

- Amphetamines/methamphetamines (speed, uppers, diet pills)
- Barbiturates (downers, sleeping pills)
- Benzodiazepines (Valium, Librium)
- Cannabinoid (marijuana)
- Cocaine metabolite
- Ethanol (alcohol)
- Hallucinogens (LSD)
- Methadone
- Opiates (heroin, morphine, codeine)

Phencyclidine (PCP, angel dust)

Propoxyphone (Darvon)

Steroids (performance enhancing drugs)

The District shall reserve the right to test for any and all illegal or controlled substances as determined at the discretion of the District.

Sanctions – First Offense

For a first offense, the following consequences shall be imposed:

Notification – The student, parent, or person otherwise in lawful control of the student shall be promptly notified and a conference shall be scheduled to discuss the results of the tests.

Conferencing – The student and parent or person otherwise in lawful control of the student shall participate in a conference within five school days of notification with the principal or designee, athletic director or lead sponsor, and any coaches or activity sponsors deemed appropriate to discuss the conditions for continued participation.

Counseling – The student shall be required to complete six hours of District-approved substance abuse/counseling.

Suspension - The student shall be suspended from all extracurricular activities and driving on campus for a period of not less than 20 school days from the date of official notification to the student and parents/guardians or until the required documentation of counseling and a negative drug test result have been produced, whichever is longer. The student shall be required to attend all regularly scheduled practices or meetings but shall not be allowed to participate in performances or competitions during the period of suspension.

Additional Testing – The student shall be required to submit to retesting on all random testing dates as determined by the District for a period of one calendar year from the date of the initial positive test.

Second Offense

For a second offense, the following consequences shall be imposed:

Notification – The student, parent, or person otherwise in lawful control of the student shall be promptly notified and a conference shall be scheduled to discuss the results of the test.

Conferencing – The student and parent or person otherwise in lawful control of the student shall participate in a conference within five school days of notification with the principal or designee, athletic director or lead sponsor, and any coaches or activity sponsors deemed appropriate to discuss the conditions for reinstatement to the program or activity.

Counseling – The student shall be required to complete six additional hours, for a total of 12 hours of District-approved substance abuse/counseling.

Suspension – The student shall be suspended from all extracurricular activities and driving on campus for a period of not less than 45 school days from the date of the official notification to the student and parents/guardians or until the required documentation of counseling and a negative drug test results have been produced, whichever is longer. The student shall be required to attend all regularly scheduled practices or meetings but shall not be allowed to participate in performances or competitions during the period of suspension.

Additional Testing – The student shall be required to submit to retesting on all random testing dates as may be determined by the District for a period of one calendar year from the date of the second positive test.

Third Offense

For a third offense, the following consequences shall be imposed:

Notification – The student, parent, or person otherwise in lawful control of the student, and the principal or designee shall be promptly notified and a conference shall be scheduled to discuss the results of a test.

Conferencing – The student and parent or person otherwise in lawful control of the student shall participate in a conference within five school days of notification with the principal or designee, athletic director or lead sponsor, and any other coaches or activity sponsors as deemed appropriate to discuss the conditions for reinstatement to the program or activity.

Counseling – The student shall be required to complete six additional hours, for a total of 18 hours of District-approved substance abuse/counseling.

Suspension – The student shall be suspended from all extracurricular activities and driving on campus for the remainder of the school year or 90 school days from the date of official notification to the student and parents/guardians or until the required documentation of counseling and a negative drug test results have been produced, whichever is longer during which time the student shall be allowed to attend all regularly scheduled practices or meetings but shall not be allowed to participate in performances or competitions. The student must also complete the required counseling and take and pass a drug test to resume participation.

Additional Testing – The student shall be required to submit to retesting on all random testing dates as may be determined by the District for a period of one calendar year from the date of the third positive test.

Fourth Offense

For a fourth offense, the following consequences shall be imposed:

Notification – The student, parent, or person otherwise in lawful control of the student, and the principal or designee shall be promptly notified.

Suspension – The student shall be suspended from all extracurricular activities and driving on campus for the remainder of high school attendance.

Suspension

For purposes of this policy, a suspension shall require that a student forfeit, for the period specified, participation in all extracurricular activities and driving on campus, including but not limited to athletics, cheerleading, band, choir, dance team, all UIL-sanctioned academic competitions, journalism programs, (yearbook and newspaper), drama, agriculture or vocational clubs, Student Council, National or National Junior Honor Society, class officers, and any social activities including proms and school dances or parties.

Any suspension that is completed during the course of the school year shall be extended in to the following year.

Failure or Refusal to Submit to Drug Testing

Any student identified for random testing but whom, because of illness or any other legitimate reason, leaves school during the day before the test is performed shall be included in the next random screen. Refusal on the part of any student to participate in a scheduled or random drug test shall be considered as having tested positive.

Student Support Services

The District shall support and assist any student who may be required to participate in a substance abuse education and/or counseling program, with identification of and referral to reputable social services agencies as appropriate. Any cost of such services, however, shall be the responsibility of the student and/or parent or person otherwise in lawful control of the student.

Appeals Procedure

Should a student and/or parent or person otherwise in lawful control of the student elect to appeal a positive test result, a third test of the specimen in question may be requested by the student and/or parent to be conducted by a laboratory mutually agreed upon by both parties. In such cases, the student and/or parent or person otherwise in lawful control of the student shall assume responsibility for payment of all fees related to a third test.

A student and/or parent or person otherwise in lawful control of the student may appeal a suspension under this policy to the Superintendent by filing a written complaint according to the provisions and timelines as set forth in policy FNG (LOCAL) as related to STUDENT AND PARENT COMPLAINTS.

APPENDIX III

Acknowledgement of Federal Assurances

Should you have any questions regarding any of the Assurances identified on the following pages, please contact the appropriate Huffman ISD Administration Office.

Huffman ISD Provisions and Assurances

Gun-Free Schools Act: The local education agency assures that it is in compliance with Section 37.007 (e) of the Texas Education Code, which requires expulsion of a student who brings to school or possesses at school a firearm as defined by 18 U.S.C. Section 2891 [pursuant to the requirement in [P.L. 107-110, Section 414 (d)(1)]. In addition, the local educational agency certifies that it has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school [P.L. 107-110, Section 414 (h)(1)].

School Prayer: The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U.S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement [P.L. 107-110, Section 9524(b)].

Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act: No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U.S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders [P.L. 107-110, Section 9525].

General Prohibitions: None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools [P.L. 107-110, Section 9526].

Armed Forces Recruiter Access to Students and Student Recruiting Information: In accordance with guidance issued by the U.S. Department of Education, each local education agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students [P.L. 107-110, Section 9528].

Civil Rights: Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P.L. 107-110, Section 9534).

This is inclusive of vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors: The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events [P.L. 107-110, Title X, Part F, and Section 1061]

Assurances related to the **Education of homeless children and youths:**

1. The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
2. The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
3. The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

4. The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
5. The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.

Federal AHERA Regulations: Federal regulations concerning the inspection, re-inspection, periodic surveillance, response activities and Asbestos management planning of our school district:

I am pleased to advise you that Huffman ISD is working hard to maintain compliance with the federal AHERA regulations. We are currently in the process of re-inspecting and updating the management plans for each of our school campuses as required. Should you desire to review the management plan for your child's school, a copy of the plan is available at each campus.

If you have any questions about the plan or this federally mandated program, please contact the Asbestos Designated person for Huffman ISD, Director of Maintenance at 281-324-2425.

Family Educational Rights and Privacy Act, 20U.S.C. 123g: The Huffman Independent School District maintains general education records required by law. The District makes available to parents information concerning their child enrolled in school unless the District is notified that the parent does not have that authority under state law. When the student reaches 18 years of age and is no longer dependent, all rights of the parent are transferred to the student. The parents' right to access copies of student records under this policy does not extend to some types of materials used in educating the student that is not included in the coverage of the Family Educational Rights and Privacy Act of 1974. Some common examples include test protocols and teachers' personal notes on the student that are not shared with other personnel except a substitute teacher.

Parents, the student, and officials of the District with legitimate educational interests are the only persons with general access to the records. "School officials" means any employees, agents, or trustees of the District cooperatives, or contractual placement facilities, as well as attorneys and consultants retained by the District, cooperatives or contractual placements facilities. "School officials" have a "legitimate educational interest" in a student's records when they are working with the student; considering disciplinary or academic actions, the student's case, or a handicapped student's individual education plan; compiling statistical data; or investigating or evaluating programs. The District also forwards education records on request to a school in which a student seeks or intends to enroll without the parent's permission.

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

Child Find: Huffman ISD is searching for children living within the boundaries of the District who may have a disability and need special services. These services may include section 504, dyslexia and/or special education.

If you suspect that a child may have a disability, please follow the guidelines below to secure services for the child.

- If the child is a student in Huffman ISD, please contact the counselor at the child's school. They will be happy to assist you.
- If the child is not of school age, please call the Department of Special Education at (281) 324-1871 for information.

Huffman ISD serves individuals with disabilities who are between the ages of 3 and 22. Children with vision or hearing disabilities are eligible for services from birth. We look forward to serving you and your children.

Kathy Krenek
Director of Student Special Education
Section 504 and Special Education
Dyslexia Service

APPENDIX IV: Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.huffmanisd.net. Below is the text of Huffman ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

Adopted on August 27, 2014

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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| BULLYING PROHIBITED | The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited. |
| DEFINITION | <p>Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:</p> <ol style="list-style-type: none">1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. <p>This conduct is considered bullying if it:</p> <ol style="list-style-type: none">1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and2. Interferes with a student's education or substantially disrupts the operation of a school. |
| EXAMPLES | Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism. |
| RETALIATION | The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation. |

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

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| STUDENT WELFARE FREEDOM FROM BULLYING | FFI (LOCAL) |
| FALSE CLAIM | A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action. |
| TIMELY REPORTING | Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct. |
| REPORTING PROCEDURES | To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee. |
| STUDENT REPORT | |
| EMPLOYEE REPORT | Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee. |
| REPORT FORMAT | A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form. |
| PROHIBITED CONDUCT | The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct. |

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| CONCLUDING THE INVESTIGATION | <p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p> |
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NOTICE TO PARENTS If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

**STUDENT WELFARE
FREEDOM FROM BULLYING**

FFI
(LOCAL)

**DISTRICT ACTION
BULLYING** If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District’s Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

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

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

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

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

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

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

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

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

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| RECORDS RETENTION | Retention of records shall be in accordance with CPC(LOCAL). |
| ACCESS TO POLICY AND PROCEDURES | This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices. |

Huffman Independent School District

2017 - 2018

STUDENT CODE OF CONDUCT

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STUDENT CODE OF CONDUCT

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Dr. Joel Nolte, Assistant Superintendent of Curriculum and Student Services at 281-324-7633 or jnolte@huffmanisd.net.

Purpose

The Student Code of Conduct is the district's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Huffman I.S.D. Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside of the school year until an updated version adopted by the Board becomes effective for the next school year.

In accordance with state law, the Code will be posted at each school campus or will be available for review at the office of the campus behavior coordinator and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, JJAEP, expelled or taken into custody by a law enforcement officer under Chapter 37 of the Education Code..

Because the Student Code of Conduct is adopted by the district's Board of Trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code will prevail.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district maintains a current list of the persons serving as a campus behavior coordinator in the student handbook.

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation ;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony , as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender .

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.

The district has the right to search a student's locker when there is reasonable cause to believe it contains articles or materials prohibited by the district. The District shall use specially trained non-aggressive dogs to sniff out and alert officials to the current presence of concealed prohibited items, illicit substances defined in FNCF (LEGAL), and alcohol. Lockers may be sniffed by trained dogs at any time.

Reporting Crimes

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

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

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

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

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

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

Unauthorized Persons

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

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL), as appropriate.

See DAEP – **Restrictions During Placement** on page 24 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

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

General Conduct Violations

The categories of conduct below are prohibited at school and all school-related activities, but the list does not include the most serious offenses. In the subsequent sections on Out of School Suspension, DAEP Placement, and Expulsion, severe offenses that require or permit specific consequences are listed. Any offense, however, may be serious enough to result in Removal from the Regular Educational Setting as detailed in that section.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct on school buses.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault see DAEP Placement and Expulsion)
- Threaten a district student or employee or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See glossary for all four terms.)
- Release or threaten to release intimate visual materials of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district employee, or volunteer.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery and theft see DAEP Placement and Expulsion)

Possession of Prohibited Items

Students shall not:

- Possess or use:
 - Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
 - A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
 - A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
 - An air gun or BB gun;
 - Ammunition;
 - A location-restricted knife;
 - A hand instrument designed to cut or stab another by being thrown;
 - A firearm;
 - A stun gun;
 - A pocketknife or any other small knife
 - Mace or pepper spray;
 - Pornographic material;
 - Tobacco products; including cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device/
 - Matches or a lighter;
 - A laser pointer for other than an approved use; or
 - Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

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

Possession of Telecommunications Devices or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

Illegal and Prescription Drugs, and Over-the-Counter Drugs

The students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see DAPE Placement and Expulsion for mandatory and permissive consequences under state law.)

- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See glossary for “abuse”)
- Abuse over-the-counter drugs. (See glossary for “abuse.”) Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence”)
- Have or take prescriptions drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the districts system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten district students, employees, board members, or volunteers including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or to encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the student handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

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

Discipline Management Techniques

Discipline will be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative discipline practices. Discipline will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

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

Students with Disabilities

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

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

In deciding whether to order suspension, DAEP placement, or expulsion regardless of whether the action is mandatory or discretionary, the district will take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

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

- Verbal (corrections, oral or written).
- Cooling-off time or “time-out.”
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.

- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Serious Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

OFFENSES AND DISCIPLINARY OPTIONS

The following is a GUIDELINE for disciplinary responses by teachers, grade-level principals, and principals. While they attempt to address a wide range of disciplinary offenses and consequences, they are not to be viewed as an all-inclusive list. If an incident is not listed, it will be left to the discretion of the acting administrator to determine a level for the offense and the disciplinary options that may be assessed.

Level I

Level I offenses are minor acts of misconduct, generally observed in the classroom or in the building, which interfere with the orderly educational process. Discipline for Level I offenses *is managed by the classroom teacher*. There should be immediate and consistent intervention of any behavior, which impedes orderly procedures or interferes with orderly operation of the classroom and/or school.

Offenses:

1. Running or making excessive noise in the hall, classroom, or building
2. Neglecting to bring required materials or assigned work to class
3. Failure to follow classroom rules
4. Failing to participate in classroom activities as requested
5. Eating or drinking outside of designated areas
6. Throwing objects
7. Disrespectful response/arguing
8. Loud or unnecessary noise
9. Horseplay or scuffling
10. Sleeping in class

Disciplinary Options: Any *one or any combination* of consequences may be used:

1. Parental contact
2. Referral to counselor
3. Verbal reprimand
4. Time-out in the classroom
5. Confiscation of prohibited nuisance item
6. Behavioral contracts
7. Withdrawal of privilege(s)
8. Special assignment or duties
9. Change of seat assignment
10. Teacher-held detention
11. Work assignment
12. Loss of classroom privileges

Level II

Level II offenses involve more severe and disruptive behaviors, which interfere with the learning environment. Parents will be notified of the offense and may be requested to come for a conference with the administrator to discuss the offenses and disciplinary action. The following are *examples* of Level II offenses:

Offenses:

1. Persistent Level I offenses (minor acts of misconduct)
2. Truancy (failure to attend all or a portion of a class period or lunch)
3. Violation of dress code
4. Defacement of school property
5. Engaging in acts of familiarity with another
6. Selling or soliciting for sale unauthorized merchandise;
7. Failure to serve detention
8. Theft or unauthorized possession of school forms or documents
9. Theft of teacher or school property
10. Theft of student property
11. Possession of stolen property
12. Insubordination – non-violent
13. Defacing of school property
14. Using undesirable, vulgar, or profane language, obscene gestures, or disrespectful behavior or illustrations
15. Possession, sale, or damage of another student's property
16. Improper sexual advances
17. Violations of rules and/or procedures established by the principal
18. Disturbance in class, hall, cafeteria, or school property
19. Leaving school grounds without permission of school authorities
20. Dress code violations
21. Unauthorized use of vehicles, speeding, or parking lot violations
22. Excessive tardiness
23. Taunting other students
24. Actions that incite conflict among students
25. Possessing published or electronic material that is designed to promote or encourage illegal behavior
26. Use of cell phone or other telecommunication device during restricted times

Disciplinary Options: Any one or any combination of consequences may be used when age/grade level appropriate:

1. Parent conference
2. Exclusion from extracurricular activities
3. Restitution for damages
4. Temporary removal from class
5. Detention
6. In-school suspension
7. Removal *
8. Suspension
9. Confiscation of prohibited device or object
10. Work assignment
11. Telephone/note to parent
12. Corporal punishment [See FOC(LOCAL)]
13. Behavior contract
14. After school detention
15. Reassignment of classes
16. Loss of school related privileges
17. Loss of parking privileges
18. Referral to law enforcement

Level III

Level III offenses are acts of misconduct which are serious and which disrupt the orderly educational process. Parents will be notified and may be requested to come for a conference with the administrator in each instance of Level III conduct. The following are **examples** of Level III offenses:

Offenses:

1. Persistent Level II offenses
2. Cheating or plagiarism
3. Cheating on school or District administered standardized test

4. Verbal abuse; using profane, obscene, threatening or ethnically/racially offensive language to any student or staff member
5. Threats, oral or written, to do bodily harm to another, to the property of another, or any depiction of violence or a violent act
6. Fighting defined as physical conflict between two or more individuals
7. Physical contact with another with implied intent to physically abuse
8. Theft
9. Gambling
10. Burglary of a District facility
11. Negligent damage to school or District property
12. Interfering with school activities, including trespassing and boycotting
13. Failure to report to school personnel the knowledge of an event, device, object, or substance that could cause bodily harm to individuals in a school setting
14. Possession or distribution of pornographic pictures/materials
15. Behavior that is illegal that does not constitute an expellable offense
16. Sexual harassment
17. Engaging in inappropriate sexual conduct
18. Perjury as a witness during a school investigation
19. Hazing
20. Harassment
21. Bullying
22. Hacking (illegal or unauthorized entry or attempted entry into computer systems or files)
23. Mooning
24. Assault that is not mandatory removal to an alternative education program or an expellable offense
25. Insubordination, noncompliance with the directives of a member of the school staff (violent or aggressive);
26. Assisting, directly or indirectly, in the promotion of any behavior prohibited by this Code of Conduct
27. Possession of a personal protection device (i.e. pepper spray, stun gun, etc.)
28. Failure of a student to abide by prescribed rules of dispensing medication
29. Possession or use of fireworks on school property
30. Use or possession of tobacco products on school property or school sponsored events

31. Possession of a cell phone or communication device in a secured testing area
32. Posting or distribution of unauthorized communicative material on District property
33. Disorderly conduct
34. Repeated violations of the dress code
35. Using profane, obscene, indecent, or racially or ethnically offensive language, illustrations and/or physical gestures to other students or staff
36. Altering school records or documents, or forgery of a name on school documents;
37. Inappropriately engaging in act of familiarity with other students
38. Throwing or irresponsible use of objects that can cause bodily injury or damage to property
39. Exhibiting any unacceptable or unwanted physical contact, but does not result in injury (including simple assault)
40. Recklessness in an automobile
41. Possession of items that depict the following: drugs, alcohol, tobacco, sex, vulgar language, gang affiliations, violence, death, or satanic ideology
42. Violation of the Student Use Agreement for technology including bypassing of District filtering software
43. Pantsing
44. Engaged in gang-related activity in “gang-free” zone

Disciplinary Options: *Any one or any combination* of consequences may be used:

1. Exclusion from extracurricular activities
2. Grade penalty for cheating or plagiarism
3. Restitution for damages
4. Loss of selected student privileges
5. After school detention
6. Saturday detention
7. In-school suspension
8. Suspension
9. Loss of parking privileges
10. Loss of technology access privileges
11. Removal *
12. Referral to law enforcement

*A principal or designee may remove a student to an alternative educational program for any misconduct other than a minor offense; however, if a student repeatedly (more than twice) commits a minor offense, the student may be removed to an alternative educational program. The length of removal will depend on the offense.

Notification

The campus behavior coordinators shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinators shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinators shall send written notification by U.S. Mail. If the campus behavior coordinators are not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinators, as appropriate, and in accordance with policy FNG (LOCAL). A copy of the policy may be obtained from the campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: www.huffmanisd.net.

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

Removal from the School Bus

A bus driver may refer a student to the principal or campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific

misconduct warrants immediate removal, the campus behavior coordinator may restrict or revoke a student's transportation privilege, in accordance with law.

Removal from the Regular Educational Setting

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

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

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

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

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

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

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

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

A teacher or administrator **must** remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in

a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning Student to Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

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

Out-of-School Suspension

Misconduct

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

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

A student in grade 2 or below shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students in grade 2 or below who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student will have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the

conduct of which he or she is accused. The student will be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

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

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

The appropriate administrator will determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Disciplinary Alternative Education Program (DAEP) Placement

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

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

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

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

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator will take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Discretionary Placement: Misconduct That May Result in DAEP Placement

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

Misconduct Identified in State Law

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

- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See Glossary)
- Involvement in criminal street gang activity. (See Glossary)
- Criminal mischief, not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.
- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

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

The campus behavior coordinator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terrorist threat involving a public school. (See glossary)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Penal Code 22.01(a) (1).

- Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for “under the influence.”)
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see glossary),
 2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student will be transferred to a DAEP.

Process

Removals to a DAEP will be recommended by the campus behavior coordinator.

Conference

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

At the conference, the campus behavior coordinator or appropriate administrator will inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall follow procedures as outlined by the Coordinator for DAEP. A copy of the DAEP placement orders will be sent to the student and the student's parent.

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

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

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student

was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

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

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

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

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

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

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

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

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

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent will be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

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

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

Appeals shall begin at Level One with the campus principal.

Disciplinary consequences will not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions during Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

The district shall provide transportation to students in a DAEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program will be the last instructional day, and the student will be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan will also be reviewed. At the review, the student or the student's parent will be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

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

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee will review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

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

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

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

Withdrawal during Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then reenrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

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

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

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

Emergency Placement Procedure

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

Placement and/or Expulsion for Certain Serious Offenses

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

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement will be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

- Threatens the safety of other students or teachers,
- Will be detrimental to the educational process, or
- Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as a Title 5 felony offense;
- Have been charged with engaging in conduct defined as a Title 5 Felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

- The date on which the student's conduct occurred,
- The location at which the conduct occurred,
- Whether the conduct occurred while the student was enrolled in the district, or
- Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

- Threatens the safety of other students or teachers,
- Will be detrimental to the educational process, or
- Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

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

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator will take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Discretionary Expulsion: Misconduct That May Result in Expulsion

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

Any Location

A student may be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.

- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student’s consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security. (See glossary)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See glossary for “under the influence.”)
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abuse of volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a) (1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary)

Within 300 Feet of School

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

- Aggravated assault, sexual assault, or aggravated sexual assault.

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

Property of Another District

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

While in DAEP

A student **may** be expelled for engaging in documented serious misbehavior that violates the district’s Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08; Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152; or
 - e. Harassment under Section 42.07(a)(1), Penal Code, of a student or employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

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

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See glossary)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Texas Penal Code

- Carrying on or about the student's person the following, as defined by the Texas Penal Code:
 - A handgun, defined by the state law as any firearm designed, made, or adapted to be used with one hand. (See glossary) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. (See policy FNCG (LEGAL))
 - An location-restricted knife, as defined by state law. (See glossary)
 - A club, as defined in state law. (See glossary)
 - Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See glossary)
- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a

controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.

- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but will be placed in a DAEP. A student under age six will not be placed in a DAEP unless the student commits a federal firearm offense.

Process

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

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

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

Hearing

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

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

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the superintendent and/or designee authority to conduct hearings and expel students.

Board Review of Expulsion

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

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

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

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

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

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

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

Length of Expulsion

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

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

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

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

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

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

Withdrawal during Process

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

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

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

Additional Misconduct

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

Restrictions during Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit will be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

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

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

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

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

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

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student will be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person

Armor-piercing ammunition is defined by Texas Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Texas Penal Code 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - 1) Knowing that it is within the limits of an incorporated city or town;
 - 2) Knowing that it is insured against damage or destruction;
 - 3) Knowing that it is subject to a mortgage or other security interest;
 - 4) Knowing that it is located on property belonging to another;
 - 5) Knowing that it has located within it property belonging to another; or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damages or destroys a building belonging to another, or
 - b. Recklessly cause another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of Computer Security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Texas Penal Code

33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

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

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

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

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

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

Criminal Street Gang- is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

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

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating

relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Texas Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. §921 (a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

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

Graffiti are markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

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

Harassment is:

- Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
- Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer, is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code.

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Texas Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Texas Penal Code 21.08 as an offense that occurs when a person exposes his or her anus or any part of his or her genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Texas Civil Practices and Remedies Code 98B.001 and Texas Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Texas Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles as defined by Texas Penal Code 46.01 are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Texas Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any school property used by the student, including but not limited to a locker or desk.

Prohibited weapon under Texas Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a. An explosive weapon;
 - b. A machine gun;
 - c. A short-barrel firearm;
2. Knuckles;
3. Armor-piercing ammunition;
4. A chemical dispensing device;
5. A zip gun;
6. A tire deflation device;
7. An improvised explosive device; or
8. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

Public Lewdness is defined by Texas Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Public School Fraternity, Sorority, Secret Society, or gang- means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are exempted from this definition.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;

2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07; Texas Penal Code, or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Texas Penal Code;
 - b. Indecent exposure under Section 21.08; Texas Penal Code;
 - c. Criminal mischief under Section 28.03, Texas Penal Code;
 - d. Personal hazing under Section 37.152; Education Code; or
 - e. Harassment under Section 42.07(a)(1), Texas Penal Code, or a student or district employee.

Serious or persistent misbehavior includes but is not limited to:

- Behavior that is grounds of permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Texas Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Switchblade is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

Terrorist threat is defined by Texas Penal Code 22.07 a threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;

- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Section 46.01 of the Texas Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Texas Penal Code that typically involve injury to a person and may include:

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

[See FOC(EXHIBIT).]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Texas Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.