

STUDENT/PARENT HANDBOOK

2014-2015



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

Matt Dutton, President

Patrick Keith, Vice-President

Charles Bardwell, Assistant Secretary

Becky Streetman, Member

Ray Burt, Member

Dean Tinnin, Member

Administration

Benny Soileau, Ed.D., Superintendent of Schools

Joel Nolte, Assistant Superintendent Curriculum & Student Services

Tim Brittain, Chief Financial Officer

Kathy Krenek, Director of Special Services

Mike McEachern, Athletic Director

Charlie Miller – Director of Maintenance

David Carpenter – Director of Technology

Shirley Hitt – 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, TEXAS 77336

TELEPHONE: (281) 324-1871

Dr. Benny Soileau
Superintendent

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!

It is my pleasure to serve the community of Huffman as your Superintendent.

Benny Soileau Ed.D.

Superintendent of Schools
Huffman ISD
Phone 281-324-1871
Fax 281-324-4319
Email bsoileau@huffmanisd.net

Follow me on [Twitter](#) and [Facebook](#)



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

Jack Fillbrandt, Principal

Janet Cordova, Assistant Principal

Counselor

Angela Rhodes

Support Services

Courtney Yarbrough, Nurse

Bobbie Howard, Librarian

Administrative Office Personnel

Linda Tonsing, Principal Secretary

Anna Garcia, Registrar/Attendance Clerk

Dorinda Chowns, Receptionist

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.....	7:45 – 8:10
Breakfast Served.....	7:45 – 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

Melissa Hutchinson, Principal

Paige McEachern, Assistant Principal

Counselor

Cindy Roberts

Support Services

Jennifer Bonilla, Nurse

Sheri Machel, Librarian

Office Personnel

Laurie Sharp, Principal Secretary

Alicia Barker, Attendance and Registration

Rebecca Flores, Receptionist

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.....	7:45-8:15
Breakfast Served.....	7:45-8:30
Announcements.....	8:30
Attendance Taken Daily.....	10:00
Student Hours.....	8:30-3:45



Huffman Intermediate School

24403 East Lake Houston Pkwy.

Huffman, Texas 77336

(281) 324-9380 Fax (281) 324-9369

Administrative Staff

Amy Turner, Principal

Paige McEachern, Assistant Principal

Counselor

Janie Alley

Support Services

Jennifer Bonilla, Nurse

Sheri Machel, Librarian

Office Personnel

Sue Cobb, Principal Secretary

Robin Elliot, Attendance and Registration

Rebecca Flores, Receptionist

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.....7:45-8:15

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

Chris Flowers, Principal

Mary Kitchel, Assistant Principal

Counselors

Julie Goodman

Cindy Hoey

Support Services

Brooke McCrary, Nurse

Jodi Lamb

Administrative Office Personnel

Jeanie Wadyko, Principal Secretary

Dachelle Brown, Assistant Principal Secretary

Sandra Harding, Registrar

Pam Sparks, Attendance Clerk

Office Information

The office is open from 7:00 a.m. to 3:45 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 3:15 p.m. each afternoon.

School Hours

Student Hours:	7:25 a.m. – 2:45 p.m.
Students admitted into building:	7:00 a.m.
Students Tardy to 1 st Period:	7:25 a.m.
Teacher Hours:	7:00 a.m. – 3:15 p.m.



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

Jessica McDonough, Assistant Principal

Counselors

Kristi Murray (A-L), Rita Maguire-Gill (M-Z)

Office Personnel

Sherri McCloskey, Principal Secretary

Cyndi Williams, Asst. Principal and Counselor Secretary

Carla Robinson, Asst. Principal and Counselor Secretary

Michelle Bardwell, Financial Secretary

Jan Mead, Registrar

Barbara Cates, Counselor Secretary

Donna Harvey, Attendance Clerk

Lynsy Brashear, Receptionist

Support Services

Cathy Delafield, Librarian / Holly Oliphant, Nurse

Office Hours

HHS offices will be open for school business from 7:00 a.m.- 3:15 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 3:15 p.m. each afternoon.

School Hours

Student Hours:	7:25 a.m. – 2:45 p.m.
Students admitted into building:	7:00 a.m.
Students Tardy to 1 st Period:	7:25 a.m.
Teacher Hours:	7:00 a.m. – 3:15 p.m.



Table of Contents

PREFACE.....	1
SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES	2
PARENTAL INVOLVEMENT	2
Working Together	2
Parent Involvement Coordinator.....	3
Obtaining Information and Protecting Student Rights.....	3
“Opting Out” of Surveys and Activities	4
Inspecting Surveys	4
Requesting Professional Qualifications of Teachers and Staff.....	4
Reviewing Instructional Materials	4
Displaying a Student’s Artwork, Projects, Photos, and Other Original Work	4
Accessing Student Records.....	5
Granting Permission to Video or Audio Record a Student.....	5
Granting Permission to Receive Parenting and Paternity Awareness Instruction	6
Removing a Student Temporarily from the Classroom	6
Removing a Student from Human Sexuality Instruction.....	6
Removing a Student from Class for Tutoring or Test Preparation Purposes.....	7
Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags	7
Excusing a Student from Reciting a Portion of the Declaration of Independence	7
Requesting Limited or No Contact with a Student through Electronic Media	7
Requesting Notices of Certain Student Misconduct	8
Prohibiting the Use of Corporal Punishment	8
School Safety Transfers	8
Requesting Classroom Assignment for Multiple Birth Siblings.....	9
Parents of Students with Disabilities with Other School-Aged Children in the Home	9
Request for the Use of a Service/Assistance Animal.....	9
Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services.....	9
Students With Physical or Mental Impairments Protected under Section 504	10
Parents of Students Who Speak a Primary Language Other than English	10
Accommodations for Children of Military Families	10
Student Records	11
Directory Information	13

Release of Student Information to Military Recruiters and Institutions of Higher Education	13
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS .	14
ABSENCES/ATTENDANCE	14
Compulsory Attendance.....	14
Exemptions to Compulsory Attendance	15
Failure to Comply with Compulsory Attendance	15
Attendance for Credit or Final Grade	16
Official Attendance-Taking Time.....	17
Documentation after an Absence	17
Doctor’s Note after an Absence for Illness.....	17
Driver License Attendance Verification	18
AWARDS AND HONORS	18
BULLYING	18
CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS.....	19
CELEBRATIONS.....	19
CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN	20
CLASS RANK / HIGHEST RANKING STUDENT	21
CLASS SCHEDULES	24
COLLEGE AND UNIVERSITY ADMISSIONS	24
COLLEGE CREDIT COURSES.....	25
COMPLAINTS AND CONCERNS	26
CONDUCT	26
Applicability of School Rules.....	26
Disruptions of School Operations	26
Social Events.....	27
CONTAGIOUS DISEASES / CONDITIONS	27
COUNSELING	28
Academic Counseling.....	28
Personal Counseling.....	28
Psychological Exams, Tests, or Treatment	28
COURSE CREDIT	29
CREDIT BY EXAM—If a Student Has Taken the Course.....	29
CREDIT BY EXAM—If a Student Has Not Taken the Course.....	29
DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION	30

Dating Violence	30
Discrimination.....	31
Harassment.....	31
Sexual Harassment and Gender-Based Harassment	31
Retaliation.....	31
Reporting Procedures.....	32
Investigation of Report	33
DISCRIMINATION	33
DISTANCE LEARNING	33
DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS	33
School Materials	34
Nonschool Materials...from students	34
Nonschool Materials...from others.....	34
DRESS AND GROOMING	35
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES.....	39
Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones	39
Possession and Use of Other Personal Electronic Devices.....	39
Instructional Use of Personal Telecommunications and Other Electronic Devices	40
Acceptable Use of District Technology Resources	40
Unacceptable and Inappropriate Use of Technology Resources	40
END-OF-COURSE (EOC) ASSESSMENTS	41
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS	41
Standards of Behavior.....	42
Event Attendance.....	42
Offices and Elections	42
FEES	42
FUND-RAISING	43
GANG-FREE ZONES	43
GENDER-BASED HARASSMENT.....	43
GRADE LEVEL CLASSIFICATION.....	44
GRADING GUIDELINES	44
GRADUATION.....	47
Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014–15 School Year.....	47

Requirements for a Diploma Beginning with the 2014–15 School Year	47
Testing Requirements for Graduation.....	47
Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs.....	48
Foundation Graduation Program.....	50
Personal Graduation Plans for Students Under The Foundation Graduation Program	52
Available Course Options for all Graduation Programs	52
Certificates of Coursework Completion	53
Students with Disabilities	53
Graduation Activities	53
Graduation Speakers	54
Graduation Expenses	54
Scholarships and Grants.....	54
HARASSMENT	54
HAZING	54
HEALTH-RELATED MATTERS	55
Student Illness	55
Bacterial Meningitis.....	55
Food Allergies.....	57
Head Lice	57
Physical Activity for Students in Elementary and Middle School	57
School Health Advisory Council (SHAC).....	58
Other Health-Related Matters	58
Physical Fitness Assessment.....	58
Vending Machines	58
Tobacco Prohibited	58
Asbestos Management Plan	58
Pest Management Plan.....	59
HOMELESS STUDENTS	59
HOMEWORK.....	59
ILLNESS.....	59
IMMUNIZATION	60
LAW ENFORCEMENT AGENCIES	60
Questioning of Students	60
Students Taken Into Custody	61

Notification of Law Violations	61
LEAVING CAMPUS	62
At Any Other Time During the School Day	62
LIMITED ENGLISH PROFICIENT STUDENTS	62
LOST AND FOUND	63
MAKEUP WORK	63
Makeup Work Because of Absence	63
DAEP Makeup Work	64
In-school Suspension (ISS) Makeup Work.....	65
MEDICINE AT SCHOOL.....	65
Psychotropic Drugs	66
NONDISCRIMINATION STATEMENT	66
NONTRADITIONAL ACADEMIC PROGRAMS	67
PHYSICAL EXAMINATIONS / HEALTH SCREENINGS.....	67
PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE.....	67
PRAYER.....	67
PROMOTION AND RETENTION.....	68
RELEASE OF STUDENTS FROM SCHOOL	69
REPORT CARDS / PROGRESS REPORTS AND CONFERENCES	69
RETALIATION	70
SAFETY	70
SCHOOL MESSENGER.....	70
Accident Insurance.....	71
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	71
Emergency Medical Treatment and Information	71
Emergency School-Closing Information	71
SAT, ACT, AND OTHER STANDARDIZED TESTS	72
SCHOOL FACILITIES	72
Use by Students Before and After School	72
Conduct Before and After School.....	72
Use of Hallways During Class Time	72
Cafeteria Services	72
Library.....	73
Meetings of Noncurriculum-Related Groups.....	73
SEARCHES	73

Students’ Desks and Lockers	73
Telecommunications and Other Electronic Devices.....	73
Vehicles on Campus	73
Trained Dogs.....	74
Metal Detectors.....	74
Drug-Testing.....	74
SEXUAL HARASSMENT.....	74
SPECIAL PROGRAMS	74
STANDARDIZED TESTING.....	75
SAT/ACT (Scholastic Aptitude Test and American College Test).....	75
STAAR (State of Texas Assessments of Academic Readiness).....	75
Grades 3–8	75
End-of-Course (EOC) Assessments for Students in Grades 9–12.....	76
TSI (Texas Success Initiative) Assessment	76
STEROIDS	76
STUDENTS IN FOSTER CARE	77
STUDENT SPEAKERS	77
SUBSTANCE ABUSE PREVENTION AND INTERVENTION.....	77
SUICIDE AWARENESS	77
SUMMER SCHOOL	78
TARDINESS.....	78
TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS	78
TRANSFERS.....	78
TRANSPORTATION.....	78
School-Sponsored Trips.....	78
Bus Rules and Regulations	79
VANDALISM.....	84
VIDEO CAMERAS.....	84
VISITORS TO THE SCHOOL	85
General Visitors	85
Visitors Participating in Special Programs for Students.....	85
VOLUNTEERS	85
VOTER REGISTRATION	85
WITHDRAWING FROM SCHOOL	85

Glossary 86
APPENDIX I: TEA Division of Career & Technology Education 89
APPENDIX II: Huffman ISD Drug Screening Policy..... 91
APPENDIX III: Freedom From Bullying Policy.....100

PREFACE

To Students and Parents:

Welcome to school year 2014-2015! 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 a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

Section I: PARENTAL RIGHTS AND RESPONSIBILITIES—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 for quick access when searching for information on a specific issue.

Please be aware that the term “the student’s parent” is used to refer to the parent, legal guardian, 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 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 current provisions of board policy and the Student Code of Conduct are to be followed.

Also, 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, the counselor, or the principal.

For the 2014-2015 school year all registration, permission and acknowledge forms will be completed electronically.

[See **Obtaining Information and Protecting Student Rights** on page 3 and **Directory Information** on page 13 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. The district's policy manual is available for review in the school office or online at www.huffmanisd.net.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Huffman ISD Student Handbook includes information related to the rights and responsibilities of parents as specified in state or federal law and provides parental notices required by law.

PARENTAL INVOLVEMENT

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 28.
- 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 69.]

- Becoming a school volunteer. [For further information, see policies at GKG and **Volunteers** on page 85
- 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 58.]
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

PARENT INVOLVEMENT COORDINATOR

The Parent Involvement Coordinator, who works with parents of students in Title I programs is Kathy Krenek, Director of Special Services and may be contacted at 281-324-7631.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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 Surveys and Activities

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 or selling that information.
- 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.]

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

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

Reviewing 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.

{ Also see **Removing a Student Temporarily from the Classroom on page 6 and Removing a Student from Human Sexuality Instruction on Page 6** for additional information. }

Displaying a Student's Artwork and Projects

Teachers may display student's work 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, and 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. The district will also seek consent before displaying or publishing an original video or voice recording in this manner.

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.

[See **Student Records** on page 11.]

Granting Permission to Video or Audio Record a Student

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, 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; or
- When it relates to media coverage of the school.

Granting Permission to Receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district's parenting and paternity awareness program or your 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.

Removing a Student Temporarily from the Classroom

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.

Removing a Student from 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.

Removing a Student from Class for Tutoring or Test Preparation Purposes

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.

Excusing a Student from 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 67 and policy EC (LEGAL).]

Excusing a Student from Reciting a Portion of the Declaration of Independence

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).]

Requesting Limited or No Contact with a Student through Electronic Media

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

However, instant or text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity.

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

Requesting Notices of Certain Student Misconduct

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*.]

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, a signed statement must be provided each year stating this decision.

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.

School Safety Transfers

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 18, 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 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.

Requesting Classroom Assignment for 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).]

Parents of Students with Disabilities 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 any transportation prior to requesting a transfer for any other children in the home. {See Policy FDB(LOCAL).}

Request for the Use of a Service/Assistance Animal

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

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

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

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

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

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

- Texas Project First at <http://www.texasprojectfirst.org/>
- Partners Resource Network at <http://www.partnerstx.org>

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

Contact Person: Kathy Krenek Phone Number: 281-324-1127

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 Kristen Breaux at 281-324-1127.

[Also see policy FB.]

Parents of 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.

Accommodations for 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 <http://tea.state.tx.us/index2.aspx?id=7995>.

Student Records

Both federal 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. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a post-secondary 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.

- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, 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; or investigating or evaluating programs.
- Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

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

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 24302 FM 2100, Huffman, TX, 77336.

The addresses of the principals' offices are on front pages of the Student/Parent Handbook.

A parent (or eligible student) may inspect the student's records and request a correction 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 principal. 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 69, and **Student or Parent Complaints and Concerns** on page 26 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.

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

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

Directory Information

The law permits the district to designate certain personal information about students as “directory information.” This “directory information” will be released to anyone who follows procedures for requesting it.

However, release of a student’s directory information may be prevented by the parent or an eligible student. 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.

Release of Student Information to Military Recruiters and Institutions of Higher Education

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.

SECTION II: 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. 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

State law requires that a student between the ages of six and 18 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.

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 18 or older has more than five unexcused absences in a semester the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See FEA]

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.

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 in grades 3-8 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.

Exemptions to Compulsory Attendance

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;
- Service as an election clerk; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's return to campus.

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 of trustees 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.

As listed in Section I at **Accommodations for 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. Please see page 10 for that section.

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

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.

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent without excuse on three or more days or parts of days within a four-week period.

For a student younger than 12 years of age, the student's parent could be charged with a criminal offense based on the student's failure to attend school.

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with a criminal offense.

[See policy FEA(LEGAL)]

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.

Attendance for Credit or Final Grade

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.]

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences the reasons listed above at Exemptions to Compulsory Attendance will be considered days of attendance for this purpose.
- 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.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with 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

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Official attendance is taken every day during second instructional hour of the school 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.

Documentation after an Absence

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

Upon return 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

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) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license

AWARDS AND HONORS

See also **Class Rank** on page 21 & **Academic Counseling** Page 28.

BULLYING

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. [Also see **School Safety Transfers** on page 8.

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).

[Also see **Dating Violence, Discrimination, Harassment, and Retaliation** on page 30 . **School Safety Transfer** on page 8 . **Hazing** on page 54, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION PROGRAMS

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 plane, credit requirement, job market, and availability of course.

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. [Also see **Nondiscrimination Statement** on page 66 for additional information regarding the district's efforts regarding participation in these programs]

CELEBRATIONS

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.

Also see **Food Allergies** on page 57.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

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:

[http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp).

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

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- http://www.keepkidshealthy.com/welcome/commonproblems/child_abuse.html
- <http://www.taasa.org/member/materials2.php>
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to:

Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400) or on the Web at <http://www.txabusehotline.org>).

CLASS RANK / HIGHEST RANKING STUDENT

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 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 and other courses specified by campus administration.
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 (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. 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 SCHEDULES

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.

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.

COLLEGE AND UNIVERSITY ADMISSIONS

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

- Completes the Recommended or Advanced/ Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

*Beginning with ninth graders in the 2014–15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

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 2015 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 also **Class Rank/Highest Ranking Student** on page 21 for information specifically related to how the district calculates a student's rank in class and Graduation Requirements on page 47 for information associated with the foundation graduation program}.

COLLEGE CREDIT COURSES

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

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

Note that if a student wishes to enroll in a community college course that also results in the award of high school course credit at a college that does not include the high school within its service area, the student is limited by state law to enroll in no more than three courses at that particular college.

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district 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.

In general, the student or parent should submit a written complaint and request a conference with 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

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.

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.

CONTAGIOUS DISEASES / CONDITIONS

- FEVER - No one who has a temperature of 100° or above should attend school. Students should return to school when free of fever for 24 hours. (Without the use of fever reducing medicines.)
- VOMITING AND/OR DIARRHEA - No one who has vomiting and/or diarrhea should attend school.
- CONJUNCTIVITIS (BACTERIAL AND/OR VIRAL) – Readmit after physician’s certificate or health permit is obtained or after prescription medication has been initiated, and three sets of drops have been given and there is no purulent drainage.
- GASTROENTERITIS, VIRAL – Readmit when diarrhea subsides.
- HEADLICE – See Health Related Matters page 57.

NOTICE: Students may be excluded from school for persistent or untreated issues at the campus administrator’s discretion.

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the principal’s office can provide information from the Department of State Health Services regarding these diseases.

COUNSELING

Academic Counseling

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

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.

Also see **Substance Abuse Prevention and Intervention** on page 77 and **Suicide Awareness** on page 77.

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.

[For more information, refer to EHBA (LEGAL), FFE (LEGAL) and FFG (EXHIBIT).]

COURSE CREDIT

A student in grades 9-12 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

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—If a Student Has Not Taken the Course

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 2014–15 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. In this case, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 60 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.

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.

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.]

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

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

Harassment

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

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) for the 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 30.]

DISTANCE LEARNING

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

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.

The Texas Virtual School Network (TXVSN) has been established 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. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN.

Depending on the course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 41]. 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.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN 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.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

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.

[See **Directory Information for School-Sponsored Purposes** on page 13.]

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.

Non-school Materials...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 by students.

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

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

The District's dress code is established to teach grooming, hygiene, instill discipline, and prevent disruption, teach respect for authority, and minimizes safety hazards. If any mode of dress or appearance distracts from the learning climate, the administration is responsible to rectify the situation. If a student's attire is not specifically included in this policy, the Principal or Assistant Principal will make the final decision as to the appropriateness of the dress.

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.

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 during lunch to eat in the al la carte and/or snack bar line. If they do not have their ID they must go to the back of the main serving line.

Girls:

The following statements will serve as guidelines for student appearance:

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 or mid-thigh.

Note: No extreme colored/designed eye contacts will be permitted. Colored contacts should be within the spectrum of natural eye colors.

- Dresses, skirts, and shorts should be of appropriate length for both standing and sitting.
- Form-fitting pants/jeans, extremely tight tops, halter tops, strapless tops, "hour-glass" tops, spaghetti-strapped tops, tank tops, or see-through shirts/blouses are not permitted. Leggings are permitted if they are covered with appropriate length shirt, skirt or shorts that meet the acceptable length.
- Sleeveless tops/dresses are not permitted. (PreK-5 grade students are permitted to wear sleeveless tops. The straps must be at least three inches wide and properly worn.)
- 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, shoulders, back, or low necklines (front or back) are not permitted.
- 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.
- 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.
- 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.
- 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.
- 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 hoods on jackets.
- Taps and steel-toed footwear are not permitted.
- 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.
- No mouth jewelry such as “grills” or any other type of mouth jewelry will be permitted.
- No bandanas will be allowed.
- 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 be of acceptable length.
- Overalls must be fastened at both straps and all side buttons must be fastened.
- Sunglasses are not to be worn in the school building.
- 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 make-up or glitter may be worn.

- For Grades PK-5: NO makeup or fake nails are permitted.
- Students placed in DAEP will be required to meet a stricter dress code.

Boys:

The following statements will serve as guidelines for student appearance:

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 mid-thigh.

Appropriate length for shirts is defined as when standing with arms extended down to the side, the end of the shirt must NOT extend beyond the tip of the fingers.

Note: No extreme colored/designed eye contacts will be permitted. Colored contacts should be within the spectrum of natural eye colors.

- 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.
- Sleeveless tops are not permitted. (Pre-K-5 grade students are permitted to wear sleeveless tops, the straps must be at least three inches wide and properly worn.)
- Shirts should be buttoned except for the top two buttons.
- Tank tops, undershirts, and sleeveless shirts are not permitted.
- 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.
- Clothes should be sufficient to cover and conceal all undergarments and/or private areas.
- Boys must be clean shaven. Mustaches, beards, or goatees will not be permitted.
- 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.
- 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.
- 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
- Male students are not permitted to wear earrings of any type.
- Boys must wear the proper undergarments at all times.
- 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.

- 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 hoods on jackets. Taps and steel-toed footwear are not permitted.
- 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 “grills” or any other type of mouth jewelry will be permitted.
- No bandanas will be allowed.
- 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 must fit at hips or above hips and should not fall below hips when walking/running.
- Overalls must be fastened at both straps and all side buttons must be fastened.
- Sunglasses are not to be worn in the school building.
- 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 make-up or glitter may be worn.
- Pre-K-5: NO makeup permitted.
- Students placed in DAEP will be required to meet a stricter dress code.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

The use of 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 73 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 73 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 <http://beforeyoutext.com>, 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 47 and **Standardized Testing** on page 75.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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. [Also see **Transportation** on page 78.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL) – a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity 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 Texas Education Agency at (512) 463-9581 or curriculum@tea.state.tx.us.

[See <http://www.uil texas.org> 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 with disabilities 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.
- 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.

[For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Non-curriculum-Related Groups** on page 73.]

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

Students graduating early must meet the standards on all sections of the state exit-level test and apply for early graduation prior to the end of the first semester of their junior year.

Fees

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

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the campus administrator at least 10 days before the event. [For further information, see policies at FJ and GE.]

Gang-Free Zones

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 30.)

Grade Level Classification

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 69 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/HUFFMAN INTERMEDIATE CAMPUSES

At the elementary/intermediate campuses 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 CES 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. In 2nd grade ONLY: For the first nine weeks in reading, students will receive a diagnostic reading level rather than a number grade. This diagnostic reading level will be communicated to parents.
- All grades will be counted equally.

Grade Requirements for HIS are as follows:

- A minimum of 9 total grades per grading period in the following subject areas: Reading, Language Arts, and Social Studies.
- A minimum of 12 total grades per grading period in the following subject area: Science.
- A minimum of 15 total grades per grading period in the following subject area: Math.
- Reading, ELA, Math and Science grades are calculated by averaging 50 percent of all major grades and 50 percent of all daily grades in all classes.
- Social Studies grades will be 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 18 daily grades per grading period in each subject area.
- A minimum of 2 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

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014–15 School Year

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014–15 school year must successfully:

- 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; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

Also see **Standardized Testing** on page 75 for more information.

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

Beginning with students who enter grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, 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 for certain scores on norm-referenced national standardized assessments 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.

Also see **Standardized Testing** on page 75 for more information.

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014–15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–15 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

All students who were enrolled in high school prior to the 2014–15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program as described on page 50:

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/ Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2 or 3	4	4
Social Studies	3 or 4	4	4
Academic Elective (1 credit chosen from Science or Social Studies)	1	none	none
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3
Fine Arts	1	1	1

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/ Distinguished Achievement Program
Locally required courses	2 credits in <u>Technology</u>	2 credits in <u>Technology</u>	2 credits in <u>Technology</u>
Electives*	7.5 credits	5.5 credits	4.5 credits
Miscellaneous			Completion of 4 Advanced Measures****
TOTAL	22 credits	26 credits	26 credits

*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, or social studies 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.

** State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement. However, the district will allow a student to satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment.

***A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.

2. Test data where a student receives:

a. A score of three or above on an Advanced Placement (AP) exam;

b. A score of four or above on an International Baccalaureate (IB) exam; or

c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship

Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.

3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Foundation Graduation Program

Every student in a Texas public school who enters grade 9 in the 2014–15 school year and thereafter will graduate under a new program called 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 and diploma. 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 52. 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 diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam, which are national 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.

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

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 required courses	2 credits in Technology 1 credit in Social Studies .5 credits in Speech .5 credits in Health	2 credits in Technology 1 credit in Social Studies .5 credits in Speech .5 credits in Health
Electives	5	4
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	26 credits	26 credits

* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student’s transcript and diploma and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

** 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.

*** Students are required to earn two 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.

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

Personal Graduation Plans for Students Under The Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. 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.

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.

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

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).

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).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, if that program is applicable based on the school year in which the student entered high school, in accordance with state rules.

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

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules.

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 STAAR 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.

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 77.)

[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 **Student Fees** on page 42.]

Scholarships and Grants

- Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Advanced/Distinguished Achievement Program, for as long as those programs are in place, or 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 30.]

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.

[Also see **Bullying** on page 18 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness

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

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 1 year old) and adults with meningitis may 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/>.

*Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommended this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. 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.

Also refer in **Immunizations** on page 60 for more information.

Food Allergies

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.

Also see policy FFAF and **Celebrations** on page 19.

Head Lice

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.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent and inform the parent that the child will need to be picked up from school and will need to stay home until after an initial treatment is applied. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

More information on head lice can be obtained from the TDSHS Web site at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Physical Activity for Students in Elementary and Middle School

In accordance with policies at EHAB, EHAC, EHBG and FFA, 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.

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)

During the preceding school year, the district's School Health Advisory Council held 4 meetings. Additional information regarding the district's School Health Advisory Council is available from the Assistant Superintendent for Curriculum & Student Services. [See also policies at BDF and EHAA.]

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 **Removing a Student from Human Sexuality Instruction** on page **6** for additional information.]

Other Health-Related Matters

Physical Fitness Assessment

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

Vending Machines

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 Prohibited

Students are prohibited from possessing or using any type of tobacco product, including electronic 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, including electronic cigarettes or any other electronic vaporizing device, by students and 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

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

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 Charlie Miller, the district's IPM coordinator, at 281-324-2425.

Homeless Students

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Kathy Krenek, Director of Special Services at 24302 FM 2100, Huffman, TX, 77336, 281-324-7631.

Homeschool

All students returning from home school will be advised individually by their counselor. Students must follow the Texas Graduation Plan and may receive credit through Credit-by-exam, Credit Recovery Program or approved outside classes. Test fees, lab fees, or outside credit fees are the responsibility of the student/parent.

Homework

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 59.)

Immunization

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 (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/default.aspx>. 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; 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. licensed physician stating that, in the doctor's opinion, the immunization required 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 TDSHS website: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES

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 policies FL (LEGAL) and GRAA (LEGAL).]

LEAVING CAMPUS

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

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.

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP) 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 a LEP student. 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 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-L, as mentioned at **Standardized Testing** on page 75 may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

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

LOST AND FOUND

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

For Absences:

For any class missed, due to an absence from school, 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. [For further information, see policy EIAB (LOCAL).]

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** on page 16.]

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 & Exams/Assessments:

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.

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

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

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

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.

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.

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

In its efforts to promote nondiscrimination, Huffman ISD does not discriminate on the basis of race, religion, color, national origin, gender, disability, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Contact Kathy Krenek, Director of Special Services at 24302 FM 2100, Huffman, Texas 77336 or 281-324-7631.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability; Contact Kathy Krenek of Special Services at 24302 FM 2100, Huffman, Texas 77336, or 281-324-7631.
- 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(LOCAL) and FFH(LOCAL).]

NONTRADITIONAL ACADEMIC PROGRAMS

[See **Requirements for a Diploma** on page 47.]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

The Huffman ISD values the important of maintaining a safe and healthy environment for all children. In accordance with State and Local policy, the Huffman ISD nurses are required to perform periodic screening and athletes are required to have medical physical examinations annually.

Prior to any participation, a student athlete must have the following:

- A completed physical examination form signed by a licensed physician.
- A completed medical history form signed by the parent or guardian.
- Insurance, purchased through the school, or a notarized insurance waiver form.
- An annual electrocardiogram (ECG) screening for participation in selected extra-curricular activities. Those activities include high school athletics, band, cheer, drill team, and flags.

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.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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 **Excusing a Student from 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. [See policy EC for more information.]

PRAYER

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. To earn credit in a

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

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.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [Also see **Grade Level Classification** on page 44.]

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.

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

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 for the course in which he or she is enrolled.

(See **Standardized Testing** on page 75.)

Parents of a student at any grade level 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 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.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 47 and **Standardized Testing** on page 75 for more information about EOC assessment.]

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

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.

RELEASE OF STUDENTS FROM SCHOOL

{See **Leaving Campus** on page 62.}

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student’s grades or performance and absences in each class or subject are issued to parents 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 be given a written progress report if their child’s performance [in any course OR in English language arts, mathematics, science, or social studies] is near or below 70, or 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 2 how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal or 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 44.

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.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 30.]

SAFETY

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.

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 website @ www.huffmanisd.net (under For Parents), and will receive an **SCHOOL MESSINGER** 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 73.

SCHOOL FACILITIES

Use by Students Before and After School

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

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

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

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. See principal or counselor to apply.

The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO (LEGAL).]

Library

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

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

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

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) for more information.]

Vehicles on Campus

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 also 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 cause 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

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

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

Drug-Testing

[For further information, see policy FNF (LOCAL) and in **Appendix II** on page 91. Also, see **Steroids**, on page 76.]

Sexual Harassment

(See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 30.)

Special Programs

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or who are 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 Assistant Superintendent for Curriculum and Student Services.

STANDARDIZED TESTING

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. 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-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT. Beginning in April 2014, the ACT-Plan has been replaced by the ACT-Aspire, and more information can be obtained on these assessments from the school counselor.

Note that 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.

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 will take state-mandated assessments, such as the 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 assessment 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 68 for additional information.

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

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

End-of-Course (EOC) Assessments for Students in 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.

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

A student's ARD committee 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.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

Also see **Course Credit** on page 27, **Grading Guidelines** on page 42, and **Graduation** on page 44 for additional information.

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.

STERIODS

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

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

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

STUDENTS IN FOSTER CARE

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

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

Please contact Kathy Krenek, who has been designated as the district's liaison for children in the conservatorship of the state, at 281-324-7631 with any questions.

STUDENT SPEAKERS

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 44 for information related to student speech at graduation ceremonies.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

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: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>

SUICIDE AWARENESS

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 <http://www.texassuicideprevention.org> 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 TAKS 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.

TARDINESS

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

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

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

[See **School Safety Transfers**, on page 8, **Bullying** on page 18 and **Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services**, on page 9, for other transfer options.]

TRANSPORTATION

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.

Bus Rules and Regulations

2014-2015

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.

Rules Governing Students Riding the School Bus

1. Students must be at their designated bus stop five (5) minutes prior to the scheduled pick up time.
2. 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.
3. Outside of quiet and polite conversation, classroom conduct is expected at all times while on the bus.
4. 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.
5. Students are expected to sit in their assigned seat at all times. Huffman ISD School Bus Drivers are authorized to make all seat assignments.
6. 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.
7. 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.
8. 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.
9. 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.
10. There is to be no use of alcohol, tobacco or drugs in any form. Drug paraphernalia is also prohibited.
11. 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.

12. 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.

13. 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.

14. 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.*

15. 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.

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

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

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

19. 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.

20. 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.

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

22. 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 REFFERAL

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

3RD REFFERAL

*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 REFFERAL

*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

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

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*.

VISITORS TO THE SCHOOL

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.

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.

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

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 campus administrator for more information and to complete an application.

VOTER REGISTRATION

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

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.

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.

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.

NCLB Act is the federal No Child Left Behind Act of 2001.

Personal Graduation Plan (PGP) is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher 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, effective beginning with certain students for the 2011–2012 school year.

STAAR Alternate 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 Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

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, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.
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 obstáculo 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 III: 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 [\[insert a link to policy code FFI\]](#). Below is the text 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 [\[board adoption date\]](#)

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING PROHIBITED	The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
DEFINITION	<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; or 2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. <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; and 2. Interferes with a student’s education or substantially disrupts the operation of a school.
EXAMPLES	Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
RETALIATION	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or

participates in an investigation.

EXAMPLES	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES STUDENT REPORT	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	<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>
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action

reasonably calculated to address the conduct.

DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	<p>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.</p>
TRANSFERS	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
COUNSELING	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
IMPROPER CONDUCT	<p>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.</p>
CONFIDENTIALITY	<p>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.</p>
APPEAL	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
RECORDS RETENTION	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
ACCESS TO POLICY AND PROCEDURES	<p>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.</p>

STUDENT CODE OF CONDUCT

2014-2015



The Grit to Succeed

Huffman Independent School District

2014 - 2015

STUDENT CODE OF CONDUCT

Table of Contents

STUDENT CODE OF CONDUCT	1
Purpose.....	1
School District Authority and Jurisdiction	2
Reporting Crimes	2
Participating in Graduation Activities	3
Standards for Student Conduct	4
General Conduct Violations.....	4
Disregard for Authority.....	4
Mistreatment of Others	4
Property Offenses.....	5
Possession of Prohibited Items	5
Possession of Telecommunications or Other Electronic Devices.....	6
Illegal, Prescription, and Over-the-Counter Drugs	6
Misuse of Technology Resources and the Internet.....	7
Safety Transgressions	7
Miscellaneous Offenses	8
Discipline Management Techniques.....	8
Students with Disabilities	8
Techniques	9
Notification	15
Appeals	16
Removal from the School Bus	16
Removal from the Regular Educational Setting	16
Routine Referral.....	16
Formal Removal.....	16
Returning Student to Classroom	17
Out-of-School Suspension	17
Misconduct.....	17

Process	17
Disciplinary Alternative Education Program (DAEP) Placement	18
Discretionary Placement: Misconduct That May Result in DAEP Placement	18
Misconduct Identified in State Law	18
Mandatory Placement: Misconduct That Requires DAEP Placement.....	19
Sexual Assault and Campus Assignments	20
Emergencies	20
Process	20
Conference	20
Placement Order.....	20
Coursework Notice	21
Length of Placement	21
Exceeds One Year.....	21
Exceeds School Year	21
Exceeds 60 Days.....	22
Appeals	22
Restrictions during Placement	22
Placement Review.....	22
Additional Misconduct.....	22
Notice of Criminal Proceedings.....	23
Withdrawal during Process.....	23
Newly Enrolled Students	24
Emergency Placement Procedure	24
Placement and/or Expulsion for Certain Offenses.....	24
Registered Sex Offenders	24
Review Committee.....	25
Newly Enrolled Student.....	25
Appeal.....	25
Certain Felonies	25
Hearing and Required Findings	26
Length of Placement	26
Newly Enrolled Students	26
Expulsion	26
Discretionary Expulsion: Misconduct That May Result in Expulsion	27
Any Location	27
At School, Within 300 Feet, or at a School Event	27
Within 300 Feet of School	28

Property of Another District	28
While in DAEP	28
Mandatory Expulsion: Misconduct That Requires Expulsion	29
Under Federal Law	29
Under the Texas Penal Code.....	29
Under Age Ten.....	30
Emergency	30
Process	30
Hearing.....	30
Board Review of Expulsion	31
Expulsion Order	31
Length of Expulsion.....	31
Withdrawal during Process	32
Additional Misconduct.....	32
Restrictions during Expulsion.....	32
Newly Enrolled Students	32
Emergency Expulsion Procedures	33
DAEP Placement of Expelled Students	33
Glossary	34

STUDENT CODE OF CONDUCT

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), 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 principal. Additionally, the Code shall be posted on the district's Web site at www.huffmanisd.net. Parents will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled.

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

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:

- During the regular school day and while the student is going to and from school on district transportation;
- During lunch periods in which a student is allowed to leave campus;
- While the student is in attendance at any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
- When criminal mischief is committed on or off school property or at a school-related event;
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
- For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
- When the student commits a felony, as provided by Education Code 37.006 or 37.0081.
- 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

School administrators 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.

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.

See DAEP – **Restrictions During Placement** on page 22 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, harassment, or making hit lists. (See glossary for all three terms)
- 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, 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.
- Engage in any sexual conduct while on school property at any time or while at a school-related event.
- 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;

- an air gun or BB gun;
- ammunition;
- a stun gun;
- a pocketknife or any other small knife
- mace or pepper spray;
- pornographic material;
- tobacco products; including electronic cigarettes;
- 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)

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, Prescription, and Over-the-Counter Drugs

The students shall not:

- Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion)
- Possess, use, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia”)
- Possess 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 Computers 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, or volunteers including off school property if the conduct causes a substantial disruption to the educational environment.
- Send, post 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.
- Use e-mail or Web sites to encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

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. 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.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal may restrict or revoke a student's transportation privileges, in accordance with law.

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 is enrolled in a special education program 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 or in combination—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.
- 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 without authorization in a noncompliant manner.

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 (including cell phones and or telecommunication devices)
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 principal or appropriate administrator will notify a student’s parent by phone or in writing of any violation that may result in a detention outside of regular school hours, out-of school suspension, placement in a DAEP, or expulsion. Notification will be made within three school days after the administrator becomes aware of the violation.

Appeals

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate, and in accordance with policy FNG (LOCAL). A copy of the policy may be obtained from the principal'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's office to maintain effective discipline on the bus. The principal must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

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 principal's office as a discipline management technique. The principal may then employ additional techniques.

Formal Removal

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

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 will be followed. Otherwise, within three school days of the formal removal, the appropriate administrator will 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 appropriate administrator will inform the student of the misconduct for which he or she is charged and the consequences. The administrator will give the student 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 principal **may** place the student in:

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

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.

In deciding whether to order suspension, the district will take into consideration:

- Self-defense (see glossary),
- Intent or lack of intent at the time the student engaged in the conduct, and
- The student's disciplinary history.

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 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 appropriate administrator, but will not exceed three school days.

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 district will take into consideration:

- Self-defense (see glossary),
- Intent or lack of intent at the time the student engaged in the conduct, and
- The student's disciplinary history.

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.

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 involving injury to a person 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 appropriate administrator **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. (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 abuse of 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.

Emergencies

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

Process

Removals to a DAEP will be recommended by the campus principal and/or designee to the Coordinator of DAEP.

Conference

When a student is removed from class for a DAEP offense, the appropriate administrator will schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal and Coordinator of DAEP

At the conference, the 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.

Placement Order

After the conference, if the student is placed in the DAEP, the appropriate administrator 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 principal and/or designee and Coordinator of DAEP.

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.

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:

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

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 principal and/or 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.

Appeals regarding the decision to place a student in a DAEP should be addressed to the Campus Principal in accordance with policy FOC (LEGAL).

Student or parent appeals regarding the process used for the placement decision, such as issues related to the administrator's handling of the conference or proper notice being provided, should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: www.huffmanisd.net.

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 will 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 principal and/or 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 appropriate administrator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

The office of the prosecuting attorney will notify the district if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terrorist threats, organized crime, certain drug offenses, or possession of a weapon, and:

- 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
- 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 district 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 appropriate administrator 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 occurs, 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 its designee 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 district will take into consideration:

- Self-defense (see glossary),
- Intent or lack of intent at the time the student engaged in the conduct, and
- The student’s disciplinary history.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Any Location

A student may be expelled for:

- Engaging in the following no matter where it takes place:
 - 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, without regard to where the conduct occurs:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terrorist 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. (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.
- Use, exhibition, or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

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 a firearm, as defined by federal law. “Firearm” under federal law includes:
 - 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.
 - The frame or receiver of any such weapon.
 - Any firearm muffler or firearm weapon.
 - Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Under the Texas Penal Code

- Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:
 - A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility 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.
 - An illegal knife, such as a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
 - A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
 - A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, a switchblade knife, knuckles, armor-piercing ammunition, a chemical dispensing device, or a zip gun. (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.

Emergency

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

Process

If a student is believed to have committed an expellable offense, the principal 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 principal 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.

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 will 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

After the due process hearing, 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 reenrolls 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 appropriate administrator 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 appropriate administrator 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 occurs, 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 handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is

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.

Bullying is 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 a school district's board of trustees or the board's designee determines that the behavior:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
- Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

- Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression or physical conduct; and
- Interferes with a student's education or substantially disrupts the operation of a school.

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, 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 the use of any electronic communication device to engage in bullying or intimidation.

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.

Explosive weapon is 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:

- Cause action by an official or volunteer agency organized to deal with emergencies;
- Place a person in fear of imminent serious bodily injury; or
- Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm silencer means 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.

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 student, 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.

Hazing is an intentional 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 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.

Knuckles is 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.

Machine gun 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.

Persistent misbehavior is two or more violations of the Code in general or repeated occurrences of the same violation.

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 other school property used by the student, including but not limited to a locker or desk.

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; 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, 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 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 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 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 offenses are those that involve injury to a person and include murder; kidnapping; assault; aggravated assault sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terrorist threat; aiding a person to commit suicide; and tampering with a consumer product. [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 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.