

Hereford  
Independent  
School  
District

2012-  
2013

# Student Handbook

**It is the policy of the Hereford Independent School District not to discriminate on the basis of race, color, religion, age, sex, disability or national origin.**

**Titel IX Coordinator, for concerns regarding discrimination on the basis of gender: Kelli Moulton, Superintendent, 601 N. 25 Mile Ave. Hereford, TX 79045 (806) 363-7600**

**ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: D'Ann Blair, Director of Special Education, 601 N. 25 Mile Ave. Hereford, TX 79045 (806) 363-7600**

**All other concerns regarding discrimination: See your campus administrator**

**Hereford Independent School District**  
**Student Handbook**

**PREFACE**

To Students and Parents:

Welcome to school year 2012-2013! All of us at Hereford ISD are ready to begin a great school year and to make the connections that will lead to student success for all students. Success in school is about understanding how school works as much as academic success. This Student Handbook is designed to help us do this.

The Hereford Independent School District Student Handbook contains information that you are likely to need during the school year. The **DISTRICT** handbook is divided into three sections:

- SECTION I (pages 4-22): Information that all parents will need about assisting their child and responding to school-related issues.
  - Your Involvement as a Parent
  - Grading / Homework Guidelines –Elementary
  - Grading / Homework Guidelines - Secondary
  - Medicine at School
  - Student or Parent Complaints and Concerns
  - Student Records
  - Survey and Activities
  - Testing
  - Release
  - of Students from School
  
- SECTION II (pages 23-31): Information about courses to take; extracurricular and other activities.
  - Academic Dishonesty
  - Academic Programs
  - Career and Technical Education
  - Class Rank and Top Ten Percent
  - Class Schedules
  - Computer Resources
  - Correspondence Courses
  - Counseling
  - Credit by Examination
  - Distance Learning
  - Dual Credit / College Coursework
  - Extended Year
  - Extracurricular Activities
  - Physical Activity / Physical Fitness Assessment
  - Pregnancy Related Services
  - Promotion and Retention
  - Special Programs
  - Textbooks
  
- SECTION III (pages 32-49): General information regarding school operations and requirements.
  - Attendance
  - Bullying Prevention
  - Communicable Diseases
  - Conduct
  - Dating Violence, Discrimination, Harassment, and Retaliation
  - Law Enforcement Agencies
  - Distribution of Materials and Documents
  - Dress and Grooming
  - Fees

- Fundraising
- Immunizations
- Physical Examinations and Health Screenings
- Pledge of Allegiance
- Prayer
- Safety
- School Facilities
- Searches
- Students in Protective Custody of the State
- Suicide Awareness
- Transportation
- Video Taping of Students
- Visitors to the School

We have attempted to make the language as friendly as possible, particularly in the first two sections; however, in parts of the handbook please be aware that the term “the student’s parent” is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student.

Both students and parents also need to be familiar with the Hereford Independent School District’s Student Code of Conduct, to find the consequences for inappropriate behavior. The Student Code of Conduct is required by state law and is intended to promote school safety and an atmosphere for learning. This is a separate document posted at [www.herefordisd.net](http://www.herefordisd.net) and available on each campus.

The Student Handbook is designed to support Board policy and the Student Code of Conduct that is adopted by the Board. Please be aware that the handbook is updated annually, while policy adoption and revision takes place throughout the calendar year. Changes in policy that affect Student Handbook provisions will be made available to students and parents through newsletters and other communications.

In case of conflict between Board policy or the Student Code of Conduct and any provisions of student handbooks, the provisions of Board policy or the Student Code of Conduct that were most recently adopted by the Board are to be followed.

Please note that references to alphabetical policy codes are included so that parents can refer to current policy. A copy of the District’s Policy Manual is available in the school office or on-line at the following web site – [www.tasb.org/policy/pol/private/059901/](http://www.tasb.org/policy/pol/private/059901/)

## **SECTION I: IMPORTANT INFORMATION FOR PARENTS**

This section of the Hereford Independent School District Student Handbook includes information on topics of particular interest to you as a parent, such as:

- Your child's grades and progress reports;
- Records pertaining to your child;
- Conferences with your child's teacher;
- Procedures to follow if you have a concern that isn't resolved by a conference; and
- School events and school-related groups that would welcome your attendance or participation.

We strongly recommend that you review the entire handbook with your child and 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.

### **YOUR INVOLVEMENT AS A PARENT**

A child's education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. 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.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs offered in the District. Discuss with the counselor or principal any questions you may have about the options and opportunities available to your child. Monitor your child's academic progress and contact teachers as needed.
- 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 at your child's campus for an appointment. A teacher will usually return your call or meet with you during his or her conference period or at a mutually convenient time before or after school.
- Exercising your right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the classroom, and to examine tests that have been administered to your child.

As a parent, you have a right to receive notice of and deny permission for your child's participation in any survey, analysis, or evaluation – funded in whole or in part by the U.S. Department of Education – that concerns:

Political affiliations; mental and psychological problems potentially embarrassing to the student or family; sexual behavior and attitudes; illegal, antisocial, self-incriminating, and demeaning behavior; criticism of other individuals with whom the student or the student's family has a close family relationship; relationships privileged under law, such as relationships with lawyers, physicians, and ministers; or income, except when the information 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 any teaching materials used in connection with such a survey, analysis, or evaluation. For further information, see Policy EF.

- Reviewing your child's student records when needed. You may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) counseling records, (6) psychological records, (7) applications for admission, (8) health and immunization information, (9) other medical records, (10) teacher and counselor evaluations, (11) reports of behavior, and (12) state assessment instruments that have been administered to your child.

- Granting or denying any written request from the District to make a videotape or voice recording of your child. State law, however, permits the school to make a videotape 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.
- Removing 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 the Texas Education Agency.
- Becoming a school volunteer. For further information, see Policy GKG and contact the campus principal.
- Participating in campus parent organizations. For parent organizations, please see your campus principal.
- Offering to serve as a parent representative on the District-level or campus-level planning committees assisting in the development of educational goals and plans to improve student achievement. For further information, see Policies at BQA and BQB, and contact the Superintendent at 363-7600.
- Attending Board meetings to learn more about District operations, including the procedure for addressing the Board when appropriate. [See Policies BE and BED for more information.]

**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.
- 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 in this circumstance. [See Bullying Prevention in Section II, policy FDB, and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- Request the transfer of your child to another campus 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. [See policy FDE.]
- To request a 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 was a victim of a violent criminal offense while in school or on school grounds. See policy FDD (LOCAL).
- To request that your child be excused from recitation of a portion of the Declaration of Independence. Texas 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]
- 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 14<sup>th</sup> day after the enrollment of your children. [See FDB(LEGAL)]
- If a child is experiencing learning difficulties, the parent may contact the campus principal 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. The implementation of Response to Intervention has the potential to have a positive impact on the ability of school 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 60 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent. If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights if the parent disagrees with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is your campus principal.

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB(LOCAL).]

**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 permit no more than 9 excused absences per year for this purpose. Additional information may be found at <http://ritter.tea.state.tx.us/mil/>.

## **GRADING/HOMEWORK GUIDELINES - ELEMENTARY**

**Elementary Homework Guidelines** - Homework provides the opportunity to extend knowledge, skills, and practice at home. Parents are encouraged to monitor homework to ensure that the assignment is completed and returned.

### **Teacher Expectations**

- Identify the learning objective of the homework assignment being given.
- Make sure the homework assignment chosen fits the homework/learning objective.
- Introduce the assignment to students clearly and effectively.
- Follow a predetermined plan for collecting homework efficiently and in a timesaving manner.
- Evaluate and return homework assignments to students in a timely manner.

### **Parent Expectations**

Research consistently shows that parents are a key factor in children's success in school. You must play an important role in the homework process, and it is up to you to see that homework is completed.

- Establish homework as a top priority for your child/children.
- Make sure that your child/children do homework in a quiet environment.
- Establish a "daily homework time".
- Provide positive support when homework is completed.
- Make sure your child/children do not get out of doing homework. Ask to see the homework if your child says it is already completed. If your child says he/she has no homework, require him/her to read during the allotted homework time.
- Contact the teacher if your child/children have problems with homework.

**Student Expectations**

- Complete all assignments.
- Do homework on your own and to the best of your ability.
- Turn in work that is neatly done.
- Make up homework assignments missed due to absence.

**Kindergarten – Homework Guidelines**

Read with your child/children 10-15 minutes daily.

**Grades 1-3 – Homework Guidelines**

When assigned, students in grades 1-3 may have additional homework assignments not to exceed 45 minutes three days per week. In addition, students are encouraged to read and study for weekly tests (spelling, math facts, etc.) daily. No homework assignments will be given on Friday.

**Grades 4-5 – Homework Guidelines**

When assigned, students in grades 4-5 may have additional homework assignments not to exceed 60 minutes three days per week. In addition, students are encouraged to read and study for weekly tests (spelling, math facts, etc.) daily. No homework assignments will be given on Friday. Please note: time needed to complete long-term project assignments (i.e., Science Fair projects, DAR essays, etc.) is not included in the above guidelines.

**Weekly Class Work Progress**

Communicating with parents occurs on a weekly basis with student's work and behavior chart being sent home each week. The graded papers show your child's progress. Please review your child's work, his/her behavior chart, place your signature on the behavior chart, and return only what is requested by your child's teacher.

**Parent Conferences**

Parent conferences will be held for all elementary age students after the end of the second and fourth six weeks grading period. Under special conditions a telephone conference may be substituted. Parents wishing to meet with teachers should make an appointment for a conference through the school office. Parent conferences will be scheduled following campus procedures.

**Tutorial Programs**

Tutorial instruction is provided by the District both during the school day, after school, and other arranged times. Times will vary by campus. If additional instruction time is needed for your child, you will be notified.

**Progress Reports**

Teachers will evaluate the progress of students after the first three weeks of each six weeks grading period. Progress reports will be sent home on the fourth Thursday of each six weeks grading period with students who have a grade below 75 in any class. Progress reports may be sent to all students at the campus or at teacher discretion. Progress reports need to be signed by the parent or guardian and returned promptly to the teacher. Parents or teacher may also request a conference at this time.

## Report Cards

Section I cont.

Report cards will be sent home with all students on the Thursday following each six weeks grading period as indicated on the school calendar. (Kindergarten report cards are sent after each 12 weeks, with other parent notification/contact each 6 weeks.) The report card must be signed by the parent or guardian and returned promptly to the teacher. If the parent or guardian has a question or concern regarding grades they should make contact with the teacher first.

Grades will be given and recorded in the following areas for each six weeks:

- Daily grade:
  - Minimum number of grades = 4 (*in the first grading period for Kindergarten and First grade*)  
8 (*all other grading periods and grades*)
  - Consisting of, but not limited to, the following:
    - Homework, class work, review quiz, reports, projects, folders, participation, etc.
    - Test grade:
  - Minimum number of grades = 2
  - Consisting of, but not limited to, the following:
    - Tests, projects, research papers, oral presentations, Power Point presentations, etc.

### Pre-Kindergarten – Report Cards

Achievement shall be reported on the pre-kindergarten report card.

### Kindergarten – Report Cards

Achievement shall be reported on the kindergarten report card.

### Grade 1-3 – Report Cards

Achievement shall be reported to parents as:

- Number grades for Reading, Language Arts, Mathematics, and Spelling in addition to state testing requirements determine promotion/retention. Science, Social Studies are also reported as number grades

90-100	Excellent
80-89	Satisfactory
70-79	Average
69 and below	Needs Improvement
- E, S, and N for Physical Education, Music, Technology, and Study Habits.

E	Excellent, At or Above Grade Level
S	Satisfactory, Progressing, At Grade level - some modifications needed
N	Needs Improvement – extensive modifications needed to maintain grade

### Grade 4-5 – Report Cards

Achievement shall be reported to parents as:

- Number grades are used for all classes. Average grades for Reading, Language Arts, Mathematics, Science, Social Studies, in addition to state testing requirements determine promotion/retention.

90-100	Excellent
80-89	Satisfactory
70-79	Average
69 and below	Needs Improvement



## Elementary Grading Guidelines

Section I cont.

- The conduct side of the report card will use the following grading scale: “N” will be used to denote improvement needed.
- Sufficient grades should be recorded for each subject during a grading period to reflect an accurate assessment of the student’s work.
- Tests will have equal value with class work and homework. Six weeks’ or term tests will not be given for grade credit at the elementary level.
- Reteaching shall occur if the concept taught is one of the essential knowledge and skills targeted for state assessment or is a prerequisite skill for future learning. When it becomes necessary for a teacher to retest after reteaching occurs, the following shall occur:
  - If a student’s first test grade is a failing grade and reteaching occurs, the first test grade shall be discarded and the retest grade, not to exceed a score of 70 shall be recorded.
  - If the first test grade is higher than the grade on the retest, the first test grade shall be recorded.

### Teacher Responsibilities Include:

- Keep grades accurately and neatly in the grade book/computer grading software. Modifications and re-teach grades will be noted. Label the origin for all grades. The grade book is a legal record of the student’s achievement and must be filed and retained for a period of five (5) years.
- At the end of each six weeks, post and verify to the electronic gradebook system. A grade sheet shall be turned in to the principal on the Wednesday following the end of each six weeks cycle. At the end of the year, final grades are to be recorded by teachers on the student’s permanent record folder.
- Report card grades must reflect study mastery of the subject matter. Teachers shall record the actual grade the student earns; there is no minimum grade. However if a grade less than 70 is reported, teachers will provide reasonable time for the student to demonstrate learning (i.e. resubmit corrected work, complete missing work, complete new/alternative assignment). Hereford ISD students will not be permitted to choose a zero by default. **Failure is NOT an option!**  
A teacher at the beginning of each school year or semester course will communicate grading standards and procedures to students and parents.

## GRADING/HOMEWORK GUIDELINES – SECONDARY

### Secondary Homework Guidelines

Homework provides the opportunity to extend knowledge, skills, and practice at home. Homework will be graded in a timely manner and the grades will be used as part of the student’s daily grade average, except homework assigned for enrichment activities. Parents are encouraged to monitor homework to ensure that the assignment is completed and returned.

Homework assigned by a teacher is an optional teaching/assessment tool and is **not** required by district policy/procedure.

When assigned, students in grades 6-12 may have added homework assignments not to exceed 20 minutes in each subject area per day. **NO daily homework will be assigned on Friday, Saturday, and Sunday (exception to this make up work).**

- Please note – time needed to complete long-term projects (i.e., Science Fair projects, research papers, and DAR essays) is not included in the above guidelines.
- Please note that the above guidelines **do not** apply to AP/DC classes for college credit.

### Teacher Expectations

- Identify the learning objective of the homework assignment being given.
- Make sure the homework assignment chosen fits the homework learning objective.
- Introduce the assignment to students clearly and effectively.
- Follow a predetermined plan for collecting homework efficiently and in a timesaving manner.

Section I cont.

### **Parent Expectations**

Research consistently shows that parents are a key factor in children's success in school. You must play an important role in the homework process, and it is up to you to see that homework is completed.

- Establish homework as a top priority for your children.
- Make sure that your children do homework in a quiet environment.
- Establish a "daily homework time".
- Provide positive support when homework is completed.
- Make sure your child/children do not get out of doing homework. Ask to see the homework if your child says it is already completed. If your child says he/she has no homework, require him/her to read during the allotted homework time.
- Contact the teacher if your child/children have problems with homework.

### **Student Expectations**

- Complete all assignments.
- Do homework on your own and to the best of your ability.
- Turn in work that is neatly done.
- Make up homework assignments missed due to absence.

### **Late Work**

The grade for an assignment not submitted on the due date, except for make up work following an absence, may be reduced at the teacher's discretion.

### **Make Up Work**

Students shall make up assignments and tests after absences. Students may receive a zero for any assignment or test not made up within the allotted time.

### **Grading**

- All grades issued and recorded will be numerical.
- Students found to have engaged in academic dishonesty or refuse to attempt an assignment or a test shall be subject to disciplinary penalties and grade penalties on assignments or tests.

### **Progress Reports**

- Teachers will evaluate the progress of students after three weeks of each six weeks grading period. Progress reports **will** be sent home on the fourth Thursday of each six weeks grading period with students who have a grade below 75 in any class. Progress reports may be sent to all students at the campus or by teacher discretion. Progress reports need to be signed by the parent or guardian and returned promptly to the teacher. Parents or teacher may also request a conference at this time.

## Report Cards

- Report cards will be sent home with all students on the Thursday following each six week grading period. A parent or guardian is encouraged to sign and return the student report card to the teacher. If the parent/guardian has a question or concern regarding grades, the parent should make contact with the teacher first.
- Semester tests will be scheduled on the last three days of each semester as applicable to the campus.
- All class work, projects, reports, homework, tests, etc. should be directly related academically to the subject discipline approved course and as correlated to the TEKS.
- Teachers must grade papers, post to GradeSpeed, and return to students in 5-7 working days.
- Grades will be given and recorded in the following areas for each six weeks:
  - Daily grade:
    - Minimum number of grades = 8
    - Consisting of, but not limited to, the following:
      - Homework, class work, review quiz, reports, projects, folders, participation, etc.
  - Test grade:
    - Minimum number of grades = 2
    - Consisting of, but not limited to, the following:
      - Tests, projects, research papers, oral presentations, Power Point presentations, etc.
- Remember, teachers are always encouraged to do more!
- Any extra credit assignment may be made available to all students at the discretion of the teacher and this extra assignment, if used, must be optional for the student and turned in before the end of the six weeks. Extra credit **must not** be awarded for **non-academic** activities.
- Daily grades will count 40%. Test grades will count 60%. If given, semester test grades at HHS will count ¼ of the semester grade average. The actual semester test grade will be recorded on the report card and will be used in determining the semester average. Students may earn semester test exemptions according to campus procedures (refer to Hereford High School handbook).
- Hereford I.S.D. transcript grades will be calculated using these guidelines. AP/Dual Credit courses are differentiated with a more rigorous curriculum and with different weights. College grades will be calculated using the grading policy of the institution of higher education.

## Secondary Grading Guidelines for Teachers

- Keep grades accurately and neatly in the approved software program. The grade book is a legal record of the student's achievement and must be filed and retained for a period of five (5) years. Therefore, a hard copy of the grade book is necessary at the end of each year.
- At the end of each six weeks, teachers shall post grades by the following Tuesday. A signed verification form is due to the campus principal at this time.
- Report cards are generated from Skyward on all secondary campuses.
- Progress reports must be used at all secondary campuses – generated by teacher or teams using the approved software.
- Report card grades must reflect study mastery of the subject matter. Teachers shall record the actual grade the student earns; there is no minimum grade. However if a grade less than 70 is reported, teachers will provide reasonable time for the student to demonstrate learning (i.e. resubmit corrected work, complete missing work, complete new/alternative assignment). Hereford ISD students will not be permitted to choose a zero by default. **Failure is NOT an option!**  
A teacher at the beginning of each school year or semester course will communicate grading standards and procedures to students and parents.

## MEDICINE AT SCHOOL

No District employee will give a student prescription medication, nonprescription medication, herbal substances, or dietary supplements except:

- Authorized employees, in accordance with policy, and:
- If the medication is prescription, it must be provided by the parent, along with a written request, and be in the original, properly labeled container.

- If the medication is nonprescription, it must be provided by the parent, along with a written request, and be in the original, properly labeled container.
- If the substance is herbal or a dietary supplement, it must be provided by the parent and will be administered only if it is required by the student's Individualized Education Program (IEP) or Section 504 Plan for a student with disabilities.
- In certain emergency situations, for which the District will maintain and administer to a student nonprescription medication, but only if:
  - The District has obtained from its medical advisor licensed to practice medicine in Texas (or from a licensed physician at the county or regional health authority) a protocol for treatment of the particular emergency; and
  - The parent has previously provided written consent to emergency treatment on the District's form.

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of 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.

A student with asthma who has written authorization from his or her parent and physician or other licensed health care provider may be permitted, at the student's discretion, to possess and use prescribed asthma medication at school or school-related events. The student and parents should see the school nurse or principal if the student has been prescribed asthma medication for use during the school day.

A student with severe asthma who has written authorization from his or her parent and physician or other licensed health care provider may be permitted, at the student's discretion, to possess and use prescribed anaphylactic medication at school or school-related events. The student and parents should see the school nurse or principal if the student has been prescribed anaphylactic medication for use during the school day.

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 Policies at FFAC.]

## **STUDENT OR PARENT COMPLAINTS AND CONCERNS**

Usually student or parent complaints or concerns can be addressed simply – by a phone call or a conference with the teacher. 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. In general, you or your child should first discuss the complaint with the campus principal. If unresolved, a written complaint and a request should be sent to the Assistant Superintendent for Personnel. If still unresolved, the District provides for the complaint to be presented to the Superintendent and then to the Board of Trustees if necessary.

Some complaints require different procedures. Any campus office or the Superintendent's office can provide information regarding specific processes for the following complaints. Additional information can also be found in the designated Board policy, available in the campus principal's and Superintendent's office or at the following web site: [www.tasb.org/policy/pol/private/059901/](http://www.tasb.org/policy/pol/private/059901/)

### **Appeals Process**

Hereford Independent School District strives to provide an exemplary educational environment for every student with the goal that each student's experience is rewarding and trouble-free. The district recognizes, however, that concerns may arise from time to time. When they do, a student or parent should discuss the matter directly with the appropriate teacher or administrator to attempt to informally resolve the concern or conflict. If informal measures are not successful, the district provides formal grievance procedures that may be used to address the concern. HISD maintains some specific grievance or appeal procedures for particular topics. If the subject matter of the complaint is not covered by a specific appeal procedure, the appeal may be brought under the general student/parent complaint policy [FNG (Local)]. The goal of the appeal procedure is to promptly resolve a concern at the lowest level possible. Specific timelines apply to each

appeal procedure. A student or parent's failure to assert a complaint within any applicable timelines waives the right to assert the complaint in a formal grievance. The superintendent or designee may develop guidelines to facilitate the grievance process. On the following pages are summary diagrams for the various appeal procedures that are provided for ease of reference. The actual board policy takes precedent in the event of a discrepancy.

Complaints regarding certain topics, listed below, are addressed by specific policies or other documents that modify the standard complaint process. If a complaint does not require an alternative process, Board Policy FNG (Local) shall apply:

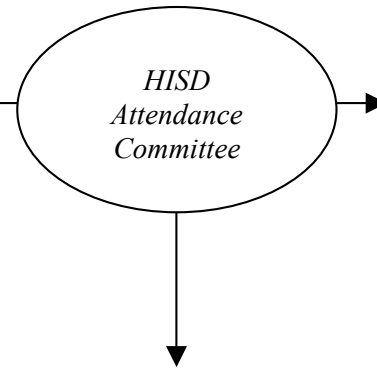
1. Discrimination on the basis of gender: FB;
2. Sexual abuse or sexual harassment of a student: FNCJ;
3. Loss of credit on the basis of attendance: FEC;
4. Expulsion of a student: FOD and the Student Code of Conduct;
5. Identification, evaluation, or educational placement of a student with a disability within the scope of Section 504: FB;
6. Identification, evaluation, educational placement, or discipline of a student with a disability within the scope of IDEA: EHBA, FOE, and the parents' rights handbook provided to parents of all students referred to special education;
7. Instructional materials: EFA;
8. On-campus distribution of non-school materials to students: FNAA; and
9. Appeal of Gifted and Talented placement: EHBB;

**APPEALS PROCESS FOR DENIAL OF CREDIT  
FOR EXCESSIVE ABSENCES**

**PROCEDURE:**

The student or parent may submit a written request to the Attendance Committee requesting the award of credit. The committee will review the student's attendance records regardless of whether a petition is filed and shall determine whether to award credit.

A petition for credit may be filed at anytime after a student receives notice of excessive absences, but it must be received no later than thirty (30) days after the last day of classes for the semester in question.



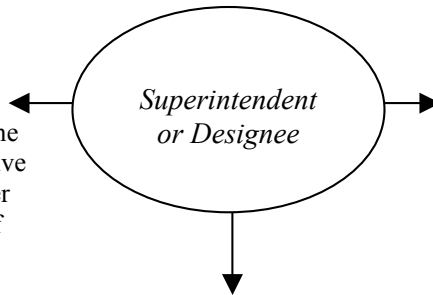
**EXAMPLE OF ACTION:**

The committee may award or deny credit, or impose conditions for the award of credit. In all cases, the student must earn a passing grade in order to receive credit.

**PROCEDURE:**

Within seven (7) days of receiving the appeals committee's decision, submit to the superintendent/designee a written request for appeal.

Petition for credit may be filed at anytime after a student receives notice of excessive absences, but it must be received no later than thirty (30) days after the last day of classes for the semester in question.

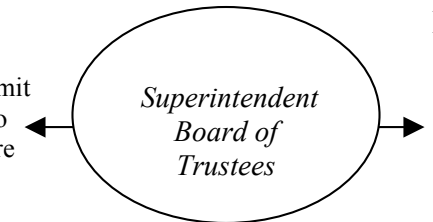


**EXAMPLE OF ACTION:**

Sustain the actions of the committee. Overturn the action of the committee. Modify the action of the committee.

**PROCEDURE:**

Within seven (7) days of receiving the superintendent/designee's decision, submit to the superintendent a written request to place the matter on the agenda of a future board meeting.



**EXAMPLE OF ACTION:**

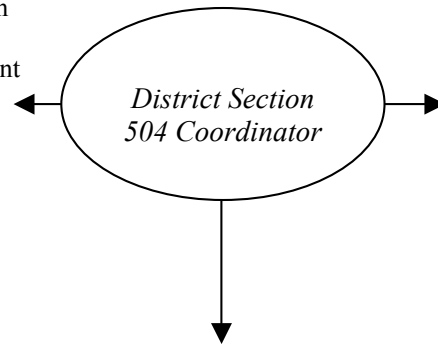
Sustain the actions of the superintendent. Overturn the action of the superintendent. Modify the action of the superintendent.

Board Policy FEC (Local)

### APPEALS PROCESS FOR 504

**PROCEDURE:**

Parents who disagree with the decision of the local campus Section 504 Committee may file a written complaint the district's Section 504 coordinator within 15 days of the local campus Section 504 Committee decision.



**EXAMPLE OF ACTION:**

The district Section 504 coordinator reviews the local campus Section 504 procedures, the decisions relating to the student, and gathers additional information from the school and family. Based on the investigation, the district Section 504 coordinator makes recommendations for corrective action to the local campus administrator and Section 504 Committee or supports the local campus decision.

**PROCEDURE:**

Parents who disagree with the district Section 504 coordinator's decision may request a due process hearing by an impartial 504 hearing officer. This request is made to the district Section 504 coordinator.



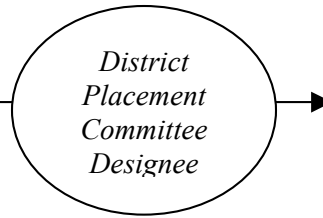
**EXAMPLE OF ACTION:**

The district Section 504 coordinator arranges the Section 504 Due Process Hearing. The hearing officer can sustain or overturn the district's decision.

## APPEALS PROCESS FOR GIFTED AND TALENTED

### PROCEDURE:

No later than six (6) weeks after the date of the placement decision, a parent may appeal the decision by submitting a written request for hearing by the District Placement Committee Designee. Send request to the Director of Instructional Support Services.



### EXAMPLE OF ACTION:

District Placement Committee designee may uphold the original placement decision, request additional testing, or order conditional placement in the Pegasus/Humanities program.

**If the matter is not resolved after meeting with a representative of the District Placement Committee, the placement may be appealed under Board Policy FNG (Local) beginning at level II. A request for appeal must be made within seven (7) days after receiving the assistant superintendent's decision.**

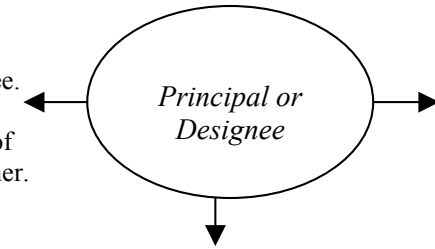
**Board Policy EHBB (Local)**



## APPEALS PROCESS FOR INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

**PROCEDURE:**

Request for reconsideration of materials in question should be addressed by the principal or designee. If questioner (any resident) formally challenges, principal provides copy of policy and EFA (Exhibit) to questioner.

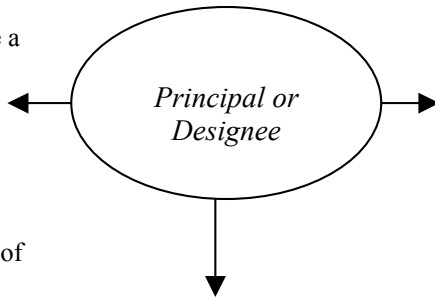


**EXAMPLE OF ACTION:**

Explain the selection procedure and role the materials in question play in the educational program. Principal delivers request for reconsideration to person making a formal challenge if complainant is not satisfied.

**PROCEDURE:**

Complaints are submitted to the building principal who shall convene a reconsideration committee. The reconsideration committee shall include at least one member of the instructional staff who either has experience teaching the challenged material or is familiar with the challenged material. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and others deemed appropriate by the principal.

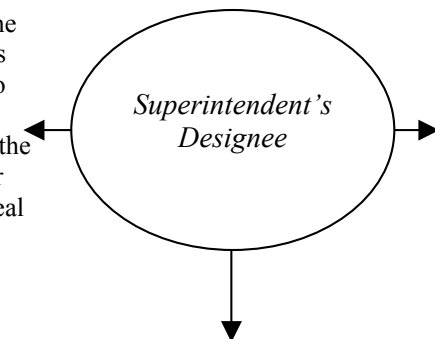


**EXAMPLE OF ACTION:**

Establish reconsideration committee to meet with concerned persons, review instructional material and render a decision. The superintendent's designee communicates decision to principal and person filing reconsideration request.

**PROCEDURE:**

Within seven (7) days of receipt of the Districts reconsideration committee's decision, submit request for appeal to the superintendent's designee. The superintendent's designee shall hear the complaint within seven (7) days after written request is received. The appeal shall contain a copy of the original complaint, the reconsideration committee's report, and dates of conferences with the principal or designee.

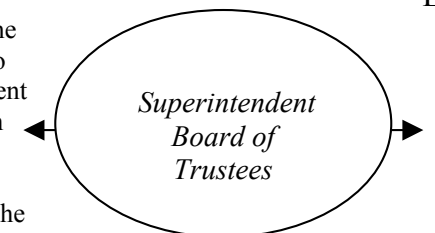


**EXAMPLE OF ACTION:**

The superintendent's designee shall review original complaint, decision of reconsideration committee, and report of the building principal.

**PROCEDURE:**

Within seven (7) days of receipt of the decision, submit request for appeal to the superintendent. The superintendent shall hear the complaint within seven (7) days. Following the decision of the superintendent, a written request may be made to place the matter on the agenda for future board meeting.



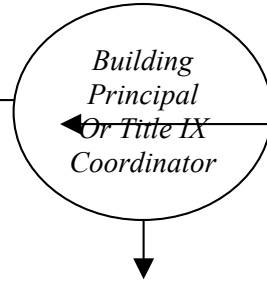
**EXAMPLE OF ACTION:**

Sustain, overturn, or modify the decision of the superintendent/designee.

## APPEALS PROCESS FOR SEXUAL HARASSMENT / SEXUAL ABUSE

### PROCEDURE:

A student or parent who has a complaint alleging sexual harassment by another student(s) or by an employee may request a conference with principal or principal's designee. If the complaint is against the principal, the Title IX Coordinator will conduct the conference.

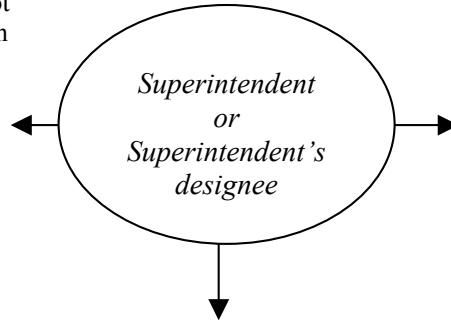


### EXAMPLE OF ACTION:

The principal, the principal's designee or Title IX Coordinator will initiate and take prompt action to investigate.

### PROCEDURE:

If the resolution of the complaint is not satisfactory, a parent or student, within ten (10) school days, may request a conference with the superintendent or designee.

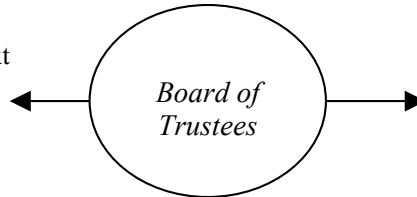


### EXAMPLE OF ACTION:

Sustain the actions taken by principal, principal's designee or Title IX Coordinator; overturn the action; modify the action.

### PROCEDURE:

A parent request that the complaint be heard by the board of trustees at the next regular meeting



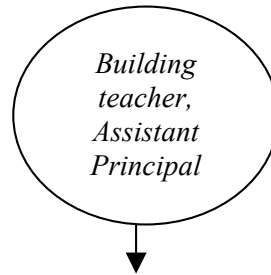
### EXAMPLE OF ACTION:

Sustain the action of the superintendent; overturn the action of the superintendent; modify the action of the superintendent.

## APPEALS PROCESS FOR STUDENT RIGHTS & RESPONSIBILITIES STUDENT & PARENT COMPLAINTS

**PROCEDURE:**

A student or parent who has a complaint shall request a conference with the teacher or assistant principal.

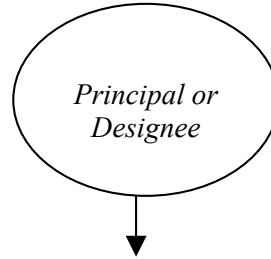


**EXAMPLE OF ACTION THAT COULD BE TAKEN AT EACH LEVEL:**

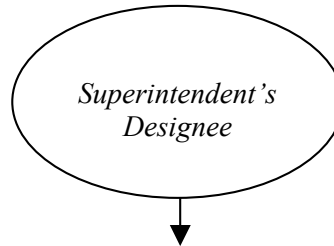
- Uphold the decision
- Modify the decision
- Overturn the decision

**PROCEDURE:**

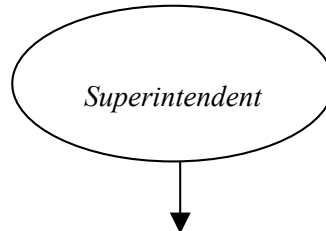
If the parent or student is not satisfied with the teacher / assistant principal's decision, a request for conference may be made with the principal within fifteen (15) days of the time of the event(s) causing complaint. The principal shall schedule and hold a conference with the student or parent within seven (7) days of the request. The principal will respond to the complaint in writing within seven (7) days following the conference.



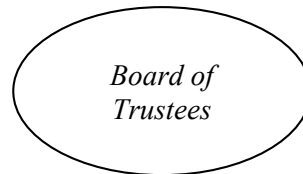
If the outcome of the conference with the principal is not satisfactory the student or parent may request a conference with the superintendent's designee. The request must be filed within seven (7) days. The superintendent's designee shall hold the conference within seven (7) days after receiving the request. The superintendent's designee shall have seven (7) days following the conference to respond.



If the outcome of the conference with the superintendent's designee is not satisfactory the student or parent may request a conference with the Superintendent. The request must be filed within seven (7) days. The superintendent shall hold the conference within seven (7) days after receiving the request. The superintendent shall have seven (7) days following the conference to respond.



If the outcome of the conference with the Superintendent is not satisfactory the student or parent may submit to the Superintendent a request to place the matter on the agenda of a future Board meeting. The request shall be in writing and must be filed within seven (7) days of the superintendent's response. The Superintendent shall inform the student or parent of the date, time, and place of the meeting. The presiding officer shall establish a reasonable time limit for complaint presentations. The District shall make an audiotape record of the Level Four proceeding before the Board. The Board shall hear the complaint and shall then make and communicate its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the complaint involves concerns or charges regarding an employee, it shall be heard by the Board in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.



## STUDENT RECORDS

Both federal and state law safeguards student records from unauthorized inspection or use and provide parents and “eligible” students certain rights. For purposes of student records, an “eligible” student is one who is 18 or older **OR** who is attending an institution of postsecondary education.

The law specifies that certain general information about Hereford I.S.D. students is considered “directory information” and will be released to anyone who follows procedures for requesting it. That information includes:

- A student’s name, address, telephone number, and date and place of birth.
- The student’s photograph, participation in officially recognized activities and sports, and weight and height of members of athletic teams.
- The student’s dates of attendance, grade level, enrollment status, honors and awards received in school, and most recent school attended previously.
- The student’s e-mail address on the District’s computer network.

Release of any or all directory information regarding a student may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days after you have been provided this notice. [See the acknowledgment form.]

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records and may be released to:

- The parents – whether married, separated, or divorced – who will generally have access to the records. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights. Federal law requires that, as soon as the student becomes eligible, control of the records go to the student. However, the parents may access the records if the student is a dependent for tax purposes.
- District staff members who have what federal law defines as a “legitimate educational interest” in a student’s records. Such persons would include school officials such as Board members, the Superintendent, principals, school staff members (such as teachers, counselors, and diagnosticians), or an agent of the District (such as a medical consultant).
- Various governmental agencies or in response to a subpoena or court order.
- A school to which a student transfers or in which he or she subsequently enrolls.

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

Records may be reviewed during regular school hours. If circumstances effectively prevent a parent or eligible student from inspecting the records, the District shall either provide a copy of the requested records, or make other arrangements for the parent or student to review the requested records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. The address of the superintendent’s office is: Hereford I.S.D., 601 N. 25 Mile Avenue, Hereford, Texas 79045.

### **Transcripts:**

Student records are retained permanently for students who graduated from Hereford High School or attended Hereford High School. Student records are maintained for 7 years for students who attended a Hereford school but did not enter or complete high school. Copies of student transcripts are available at no charge. A request for Transcript form is available at the Hereford ISD administration office for student records. This form is also available on the Hereford ISD website <http://www.herefordisd.net/Forms.htm> Transcripts are not made available without the appropriate request on file. Please allow 48 hours.

The address for each principal's office is listed below:

**Aikman Primary School**  
**Mrs. Sandra Maldonado**  
900 Avenue K  
806-363-7640

**Bluebonnet Intermediate School**  
**Mrs. Linda Gonzalez**  
221 16<sup>th</sup> Street  
806-363-7650

**Northwest Primary School**  
**Mr. David Fanning**  
400 Moreman  
806-363-7660

**Tierra Blanca Primary School**  
**Mrs. Ortencia Mendez**  
615 Columbia Drive  
806-363-7680

**West Central Intermediate School**  
**Mrs. Cuca Salinas**  
120 Campbell  
806-363-7690

**Stanton Special Programs Center**  
**Mrs. Susan Robbins**  
711 E. Park Avenue  
806-363-7610

**Hereford Junior High School (6<sup>th</sup>-7<sup>th</sup> Grade)**  
**Mrs. Robyn Rhodes**  
704 La Plata Drive

**Hereford Preparatory Academy (8<sup>th</sup> Grade)**  
**Mr. Rene Cano**  
704-B La Plata Drive

**Hereford High School**  
**Mr. Richard Saucedo**  
200 Avenue F

A parent (or the student if he or she is 18 or older or is attending an institution of postsecondary education) may review and inspect the student's records and request a correction if the records are considered inaccurate or otherwise in violation of the student's privacy rights. If the District refuses the request to amend the records, the requestor has the right to request a hearing. If the records are not amended as a result of the hearing, the requestor 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 defined by Policy FNG. [See the section on **Student or Parent Complaints and Concerns** for an overview of the process.]

Copies of student records are available at a cost of ten cents per page, payable in advance. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, one copy of the record will be provided at no charge upon written request of the parent.

***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 District's complete policy regarding student records is available from the principal's or assistant superintendent's office. The parent's or eligible student's right of access to, and copies of, student records does not extend to all records. Materials that are not considered educational records – such as teachers' personal notes on a student that are shared only with a substitute teacher and records on former students after they are no longer students in the District – do not have to be made available to the parents or student.

## **SURVEYS AND ACTIVITIES**

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 affiliation or beliefs of the student or the student’s parent;
- Mental or psychological problems of the student or student’s family;
- Sexual behaviors or attitudes;
- Illegal, anti-social, 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 or affiliations, or beliefs of the student or parents;
- Income, except with 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.

As the parent you have the right to receive notice of and deny permission for your child’s participation in any survey concerning the information listed above; 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 and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, and scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and EFAA.]

## **TESTING**

In order for students to do their best on any test, they must be comfortable and alert. Parents are encouraged to be aware of their child’s schedule and to assure that the child’s schedule and to assure that the child comes to school every day – but especially on test days – after:

- A good night’s sleep; A good breakfast; and Dressing for the weather or for the temperature inside the testing center.

### **State Assessment**

State assessments (STAAR (including End of Course), TAKS and TELPAS) are administered each year for:

- Mathematics, annually in grades 3-8 without the aid of technology and in grades 9-11 with the aid of technology on any assessment test that includes algebra;
- Reading, annually in grades 3-9;
- Writing, including spelling and grammar, in grades 4 and 7;
- English language arts in grade 10 and 11;
- Social Studies in grades 8, 10, and 11;
- Science in grades 5, 8, 10, and 11; and
- The Spanish STAAR is administered at Grades 3 through 5.

\*Beginning in 2011-2012 freshman class, the TAKS test will be replaced with STAAR End of Course Exams. The purpose of the end-of-course (EOC) assessments is to measure students’ academic performance in core high school courses and to become part of the graduation requirements beginning with the freshman class of 2011–2012. The EOC assessments for lower-level courses must include questions to determine readiness for advanced coursework. The assessments for higher-level courses must include a series of special purpose questions to measure college readiness and the need for developmental coursework in higher education. In addition, a student’s score on each EOC assessment will be worth 15% of the student’s final grade for that course.

Classes of 2013-2014 - To receive a high school diploma, students must successfully pass all TAKS exit-level tests.

Classes of 2015 and beyond – To receive a high school diploma, students must earn an acceptable average on the STAAR End of Course exams for each core content area (ELA, Math, Science, Social Studies). [See the section on **Graduation** for information regarding new exit-level tests required by state law.]

Test results will be reported to students and parents; parents may review any assessment test that has been given to their child.

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

### **College Requirements**

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 during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. Prior to enrollment in a Texas public college or university, students must take a standardized test such as the Texas Higher Education Assessment (THEA).

### **RELEASE OF STUDENTS FROM SCHOOL**

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student will only be released from school during the day with permission from the principal or designee and according to the campus sign-out procedures. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving campus. Otherwise a student will not be release from school other than the end of the school day. Unless the principal or designee has granted approval because of extenuating circumstances, a student will not be regularly released before the end of the school day. If a student who becomes ill during the school day should, the student should with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

### **Late Arrival to School**

A student who is tardy to class will face disciplinary action (under General Misconduct). Repeated instances of tardiness will result in more severe disciplinary action. [See the section **Attendance for Credit** for more information.]

### **Withdrawal 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. A 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 clearance; to the librarian to assure 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 voluntarily attends school after the student's 18<sup>th</sup> birthday shall be **required** to attend school until the end of that school year.

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.

## **SECTION II: CURRICULUM-RELATED INFORMATION**

This section of the handbook contains pertinent requirements for academics and activities. Much of this information will also be of interest to your parents and should be reviewed with them – especially if you are entering 9<sup>th</sup> grade or are a transfer student. The section includes information on graduation programs and requirements; options for earning course credit; extracurricular activities and other school-related organizations; and awards, honors, and scholarships.

### **ACADEMIC DISHONESTY**

Refer to specific campus handbook and procedures.

### **ACADEMIC PROGRAMS**

The school counselor provides students and their parents' information regarding academic programs to prepare for higher education and career choices. All incoming ninth graders are required to enroll in the Recommended or Distinguished Achievement Program. [For more information, see the section on **Recommended or Distinguished Achievement Program and Policy EIF.**]

### **ADVANCED PLACEMENT**

The Advanced Placement Program (AP) is a cooperative endeavor between secondary schools and colleges and universities. It exposes high school students to college-level materials through involvement in an AP course, and it gives students the opportunity to show that they have mastered the subject matter by taking an AP exam in the spring. Colleges and universities can then grant credit or placement or both to students scoring at certain levels. The levels vary from college to college, therefore, students should check with their post-secondary institutions for specific policies. There is a fee for the exam.

### **CAREER AND TECHNICAL EDUCATION PROGRAMS-HEREFORD HIGH SCHOOL**

The District offers career and technical education courses in 14 of the 16 Career Clusters adopted by the U.S. Department of Education. Knowledge and skills are taught to prepare students for individual, post-secondary career choices. Admission to these programs is based on enrollment, age appropriateness, interest, and aptitude.

Hereford I.S.D. takes appropriate steps to assure that lack of English language skills is not a barrier to admission and participation in all educational programs including CTE. [Also see Non-discrimination Statement on cover page. ]

### **CLASS RANK/TOP TEN PERCENT**

#### **Class Rank**

- Class rank shall be calculated for all graduating students based on the cumulative grade point average (GPA) for semester grades in designated courses. All courses taken in English, mathematics, science, social studies, and foreign language in grades 9-12 shall be included for ranking. However, high school credits earned in junior high school, correspondence courses, summer school, home school, credit accrual and credit by examination shall not be counted in class rank calculation. Other courses taken shall not be used for class rank calculation.



### **Weighted Rank Point Scale**

Students who earn passing grades in Advanced Placement (AP) classes and Dual Credit classes shall have an additional five points added to their semester numerical grades for the purposes of computing the cumulative average. Students who earn passing grades in pre-AP courses shall have an additional two and one-half points added to their semester numerical grades for the purposes of computing the cumulative average. Students who earn passing grades in Advanced classes shall have an additional one point added to their semester numerical grades for the purposes of computing the cumulative average.

### **Honors Positions**

Based on the weighted grade point average, honor graduates shall be recognized at the graduation ceremony according to the following categories:

- Summa Cum Laude – top 5 % of class
- Magna Cum Laude – top 10 % of class
- Cum Laude – top 15 % of class

For two school years following his or her graduation, a district student who graduates in the top 10 % 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

Students and parents should contact the counselor or the High School Learning Facilitator for further information about how to apply and the deadline for application.

A valedictorian and salutatorian will be selected at the completion of the 5<sup>th</sup> six weeks of the senior year as determined by weighted point scale calculations. Only those students who complete their last four semesters in the District shall be eligible for valedictorian/salutatorian honors. If two students tie for valedictorian/salutatorian – both will be honored. If more than two students are tied, the actual course average computed before scores are rounded, shall be used to determine valedictorian/salutatorian.

[For further information, see Policies at EIC.]

### **Other Scholarships and Grants**

Students who have financial need according to federal criteria and who complete the Recommended High School Graduation Program may be eligible under the Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. For further information, see the principal or counselor and see Policies at EIC and FJ.

### **CLASS SCHEDULES**

Schedule changes, if deemed in the best interest of the student and the school, may be made during the first two weeks of each semester.

### **COMPUTER RESOURCES**

To prepare students for an increasingly computerized society, the District has made a substantial investment in computer technology for instructional purposes. Students and their parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that electronic communications: using District computers for e-mail, social media and Internet use are not private and may be monitored by District staff.

[For additional information, see Policy CQ.]

## **CORRESPONDENCE COURSES – HIGH SCHOOL & STANTON**

The District permits high school students to take correspondence courses, with prior permission of the principal – by mail or via the Internet– for credit toward high school graduation.

Students may be enrolled in only one correspondence course at a time.

[For further information, see Policy EEJC.]

### **COUNSELING**

#### **Academic Counseling**

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn about course offerings, the graduation requirements of various programs, and early graduation procedures. Each spring, students in grades 7 through 11 will be provided information on anticipated course offerings for the next school year and other information that will help to make the most of academic and vocational opportunities.

To plan for the future, students should work closely with the counselor in order to take the high school courses that best prepare them for attendance at a college, university, or training school or for pursuit of some other type of advanced education,. The counselor can also provide information about entrance examinations and deadlines for application, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

#### **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.

### **CREDIT BY EXAMINATION**

#### **If a student has taken the course -**

A student who has received prior instruction in a course or subject – but did not receive credit for it – may, in circumstances determined by the teacher and counselor or principal, be permitted by the District to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. To receive credit, a student must score at least 70 on the exam.

The attendance review committee may offer a student with excessive absences an opportunity to receive credit for a course by passing an exam. A student may not use this exam, however, to regain eligibility to participate in extracurricular activities. [For further information, see the counselor and Policy EEJA.]

#### **If a student has not taken the course -**

A student will be permitted to take an exam to earn credit for an academic course for which the student has no prior instruction. A student will earn credit with a passing score of at least 90 on the exam. The dates on which exams are scheduled during the 2012-2013 school year include:

#### Date Scheduled

June 10-11-12, 2013 and July 15-16-17, 2013

If a student plans to take an exam, the student (or parent) must register with the principal/counselor no later than 30 days prior to the scheduled testing date. The District will not honor a request by a parent to administer a test on any date other than those listed. The parent will be responsible for paying an appropriate fee to the school district or for purchasing the test from a State Board-approved university. [For further information, see Policy EEJB.]

### **DISTANCE LEARNING**

Hereford I.S.D. provides courses offered through distance learning using a variety of technologies, as well as the opportunity to take college level courses via on-line and distance learning at a supervised time and location.

**DUAL CREDIT COURSES/COLLEGE COURSEWORK – HIGH SCHOOL & STANTON**

Dual credit refers to the practice of awarding credit at two educational institutions for a course completed at one institution.

HISD and Amarillo College have entered into an agreement to award dual credit for specific courses taken by juniors and seniors, who meet specific qualifications. All students must meet required test scores or take and pass the Accuplacer Test; apply for admission to AC, and then register/pay for a college course(s).

The grade earned in the course(s) is entered on a student's college transcript. An "incomplete" or "failing" grade in a dual credit course may affect a student's ability to receive federal financial aid for college until 12 hours of college course work is successfully completed.

Dual Credit Offerings for Hereford High School (grades 11-12) through Amarillo College:

Automotive Technology III / Suspension Systems possible 15 hrs

Business Information Management / Business Computer Application 8 hrs

English IV / College Freshman Composition 6 hrs

Economics 3 hrs

Government 3 hrs

U.S. History 6 hrs

Pre-Calculus / College Algebra 6 hrs

Spanish III / College First Year Spanish I 8 hrs

(other courses may be added upon recommendation of HHS administration and A/C approval)

College Board AP Offerings for Hereford High School:

Economics

Government

English III

English IV

Spanish III

Calculus

U.S. History

Dual Credit On-line Correspondence Courses Available \*Requires permission of principal

**Credit Recovery**

High School students who have failed the entire semester will have the opportunity to "earn" credit by completing the assigned modules in the Credit Recovery alignments. This program is TEKS-aligned and designed to replace the credit lost. These students will participate in the program during school hours.

The software based Curriculums are designed for credit recovery when a student has already failed a semester and must recover the credit. This curriculum is to be used only by students who are recovering credit and have been assigned to the program by a school administrator. These curriculums are not for the instructional use of the regular classroom teacher.

Only an administrator or school counselor may place students in the Credit Recovery program. Upon placement, each student will be responsible for the mastery of assigned materials in order to recover credit previously failed. Students will be assessed with a grade of Pass/Fail for the work completed. This grade will then be sent to the appropriate counselor where it will be credited to the individual student transcript. Instructors will simply assign each student to the necessary courses and monitor progress with academic and environmental support. Instructors will also provide documentation showing the completion of coursework for each individual student.

**Credit Accrual**

Credit Accrual is a program provided at the junior high level for over-age students. Students are identified for this program by the appropriate counselor or administrator.

**EXTENDED YEAR**

The Optional Extended Year Program is designed to help students in grades K-8 who are identified as needing additional instruction to be promoted to the next grade level for the next school year. The program's intent is to reduce and ultimately eliminate student retention. The After School, Intersession and /or Summer School Programs in grades 9-12 is designed to award credit for courses begun during the standard academic year and successfully completed during the summer session; attempted and completed initial accelerated instruction; and preparation for July STAAR or TAKS re-test.

**EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS**

Participation in school related 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.

Eligibility for participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL) – a statewide association overseeing inter-district competition. The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class, other than an advanced placement or international baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or a foreign language - may not participate in extracurricular 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 ten absences per semester not related to post-district competition, there is no limit on the number of days for post district competition of for agricultural sales events based on competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board, are subject to these restrictions. Additional days may be requested and granted by the superintendent. You will be notified by attendance personnel if the student has exceeded the ten absences per semester.
- A student who misses a class because of participation in an activity that has not been approved will receive an unexcused absence.

**Please note:** 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. [For further information, see Policies FM and FO.]

**GRADE CLASSIFICATION – HIGH SCHOOL & STANTON**

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

<u>Credits Earned</u>	<u>Classification</u>
0 – 6.5	9 – Freshman
7 - 12.5	10- Sophomore
13 - 18	11-Junior
19 +	12-Senior

## **GRADUATION – HIGH SCHOOL & STANTON**

### **Requirements for a Diploma**

To receive a high school diploma from the District, a student must successfully complete the required number of credits and pass a statewide exit-level exam.

The grade 11 exit-level test will cover English language arts, mathematics, science, and social studies and will require knowledge of Algebra I, Geometry, Biology, Integrated Chemistry and Physics, English III, and early American and United States History. [See the section on **Testing**.]

### **Graduation Programs**

The District offers the following graduation programs. A counselor can determine which program is best for you.

	<u>Number of Credits</u>
• Recommended	26
• Distinguished Achievement	26
• Minimum	26 (local policy)

[See Texas State Graduation Requirements Chart for specific program requirements.]

All incoming ninth grade students are required to enroll in the Recommended or Advanced (Distinguished Achievement) Graduation Program and will be required to complete four years of English, Mathematics, Science and Social Studies

Before a student is permitted to take courses under the MHSP (Minimum High School Plan), the student, the student's parent or guardian, and a school counselor or school administrator must agree that the student should be permitted to take courses under the MHSP, and the student must meet at least one of the following conditions:

- (1) Be at least 16 years of age
- (2) Have completed two credits required for graduation in each subject of the foundation curriculum under the Texas Education Code, §28.002(a)(1)
- (3) Have failed to be promoted to Grade 10 one or more times as determined by the school district

The agreement must be in writing and signed by each party.

### **Certificates of Coursework Completion – High School & Stanton**

A certificate of coursework completion will be issued to a senior student who successfully completes state and local credit requirements for graduation, but fails to perform satisfactorily on the exit-level examinations.

### **Students with Disabilities – High School & Stanton**

Upon the recommendation of the admission, review, and dismissal committee, a student with disabilities may be permitted to graduate under the provisions of his or her individual education plan (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 FMH(LEGAL)]

### **Graduation Activities / Graduation Expenses**

Graduation activities will include:

- Senior Awards; Baccalaureate; and Graduation Ceremony.

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 the section on **Fees** for more information.]

### **PHYSICAL ACTIVITY/PHYSICAL FITNESS ASSESSMENT**

In accordance with policies EHAB, EHAC ad FFA, the district will ensure that student in kindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week. The district offers courses to students in junior high to meet the state physical education requirement of two semesters in three years.

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

### **PREGNANCY RELATED SERVICES**

Pregnancy Related Services (PRS) and the extension of Compensatory Education Home Instruction (CEHI) is when a student must be absent due to her newborn infant's medical needs. Currently, PRS rules allow six weeks of postpartum home instruction. The contact person for this program is the Director of Career and Technical Education at 363-7600.

### **PROMOTION AND RETENTION**

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. To earn credit in a course, a student must receive at least a grade of 70 based on course-level or grade-level standards.

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state mandated assessment or is determined by the district as not likely to earn a 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 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 and Policy EIF.]

**SPECIAL PROGRAMS**

The District provides special programs for gifted and talented students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, 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.

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 evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The District must complete the evaluation and the report within 60 calendar days of the date the District receives the written consent. The District must give a copy of the report to the parent. If the district determines that the evaluation is not needed, the district will provide the parent with written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights if the parent disagrees with district. Additionally the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*.

A student or parent with questions about these programs should contact the curriculum division of Hereford ISD at 363-7600.

**TEXTBOOKS**

State-approved textbooks are provided to students free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. Fines are assessed if a student tears a page, writes in the book or cover, or otherwise damages the book. A student who is issued a damaged book should report the damage to the teacher. Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for by the parent; however the student will be provided textbooks for use at school during the school day.

### **SECTION III: OTHER GENERAL INFORMATION AND REQUIREMENTS**

Topics in this section of the handbook contain important information regarding school operations and requirements. Included are provisions on student health and safety issues; fees; the school's expectations for student conduct; use of facilities, such as the cafeteria, library, and transportation services; and emergency closings. For additional information or questions you may have, please see the principal.

#### **ATTENDANCE**

Regular school attendance is essential for the student to make the most of his or her education. 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 compulsory attendance, the other with attendance for course credit, are of special interest to students and parents.

##### **Compulsory Attendance**

The state compulsory attendance law requires that:

"A student between the ages of 6 and 18 must attend school and District-required tutorial sessions unless the student is otherwise legally exempted or excused. A student who voluntarily attends or enrolls after his or her eighteenth birthday is required to attend each school day. However, 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 is then unauthorized and may be considered trespass."

"If kindergarten, first grade, or second grade students are assigned to an accelerated reading instruction program under state law, compulsory attendance applies to attendance in the reading program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of the reading diagnosis test."

School employees must investigate and report violations of the state compulsory attendance law. A student absent from school without permission from any class, from required special programs, such as basic skills for ninth graders, or from required tutorials will be considered truant and subject to disciplinary action.

Truancy may also result in assessment of penalties by a court of law against both the student and his or her parents. A complaint against the parent may be filed in the appropriate court if the student:

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four-week period.

##### **Attendance for Credit**

To receive credit in a class, a student must attend at least 90% of the days the class is offered. A student who attends at least 75% but fewer than 90% 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% of the days a class is offered or has not completed the plan approved by the principal, the student is denied credit and 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. Failure to meet with the attendance review committee confirms denial of credit. [See policies at FEC]



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

- All absences, except those for religious holy days and documented health care appointments for which routine make-up work has been completed, will be reviewed.
- For a student transferring into the District after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching consensus about a student's absences, the committee will attempt to ensure that its decision is in the best interest of the student.
- 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 acceptability and authenticity of documentation expressing reasons for the student's absences.
- 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, parent, or other representative 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.

If credit is lost because of excessive absences, the attendance committee will decide how the student may regain credit. The student or parent may appeal the committee's decision to the District's Board of Trustees by filing a written request with the Superintendent.

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

When a student must be absent from school, the student – upon returning 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.

### **Make-Up Work & Late Work**

Teachers in grades Kindergarten through 5 will make the student aware of any work missed. The student and parent should be aware that it is impossible to fully make-up the class activities and the interaction with students in classes that are missed. Continued absence and missed classes will have a detrimental effect on learning and grades. In the event the student is absent, he/she will have one day for each day missed to complete all missed assignments. These assignments may include in-class work. Additional homework time will be required for the students to complete missed assignments. Students will receive a zero for make-up work not completed on time. Individual campus procedures will be followed for homework not completed.

### **Driver License Attendance Verification**

To obtain a driver license, a student between the ages of 16 and 18 must annually provide to the Texas Department of Public Safety a form obtained from the school verifying that the student has met the 90% attendance requirement for the semester preceding the date of application. The student can obtain this form at the campus administration office.

**BULLYING PREVENTION**

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 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, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called “cyberbullying.”

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

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

The principal 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** in Section I]

A copy of the district’s policy is available in the principal’s office, superintendent’s office, and on the district’s Web site.

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 School Safety Transfers, Hazing**, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

## COMMUNICABLE DISEASES/CONDITIONS/HEALTH AND NUTRITION

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with communicable or contagious disease should phone the school nurse or principal so that other students who might have been exposed to the disease can be alerted. Among the more common of these diseases are the following:  
<http://www.dshs.state.tx.us/schoolhealth.chap8.pdf>

Amebiasis	Impetigo	Salmonellosis, including
Campylobacteriosis	Infectious mononucleosis	typhoid fever
Chicken pox (varicella)	Influenza	Scabies
Common cold with fever	Measles (Rubeola)	Shigellosis
Fifth disease (Erythema Infectiosum)	Meningitis, Bacterial	Streptococcal disease, invasive (group A or B)
Gastroenteritis, Viral	Mumps	Tuberculosis, Pulmonary
Giardiasis	Pinkeye (Conjunctivitis)	Whooping Cough (Pertusis)
Head Lice (Pediculosis)	Ringworm of the scalp	
Hepatitis A (acute)	Rubella (German Measles), including congenital	

[Further information may be found at Policy FFAD.]

### **BACTERIAL MENINGITIS**

State law 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 flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. 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?**

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85-90%). It 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 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 Texas Department of Health office to ask about 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/>.

### **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.

### **PHYSICAL FITNESS ASSESSMENT**

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

### **SCHOOL HEALTH ADVISORY COUNCIL**

During the proceeding year, the district’s School Health Advisory Council held meetings. Additional information regarding the School Health Advisory Council including assisting the district in ensuring local community values are reflected in health education instruction is available from D’Ann Blair – Director of Special Education [Also see policies BDF, EHAA and FFA.]

### **STEROIDS**

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

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

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.uiltexas.org/health/steroid-information>.

### **VENDING MACHINES**

The district has adopted policies and implemented procedures to comply with agency and food guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see Terry Russell – Assistant Superintendent [Also see policies CO and FFA.]

## **CONDUCT**

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, 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 or campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of other students, teachers, and other District staff.
- Respect the property of others, including District property and facilities.
- Cooperate with or assist the school staff in maintaining safety, order, and discipline.
- Avoid violations of the Student Code of Conduct.

### **Applicability of School Rules**

To achieve the best possible learning environment for all our students, the Student Code of Conduct and other campus rules of behavior will 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 a student is going to and from school on District transportation.
- During lunch periods in which a student is allowed to leave campus.
- Within 300 feet of school district property.
- While a student is in attendance at any school-related activity, regardless of time or location.
- For any school-related misconduct, regardless of time or location.  
This includes school social events to which a student brings a guest. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest.  
Anyone leaving before the official end of the event will not be readmitted.
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location.
- When a student commits a felony, as described by Texas Education Code 37.006.
- When criminal mischief is committed on or off school property or at a school-related event.

As required by law, the District has developed and adopted a Student Code of Conduct that prohibits certain behaviors and establishes standards of acceptable behavior – both on and off campus – and consequences for violation of the standards. Students need to be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

### **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.

## **Disruptions**

In order to protect student safety and sustain an educational program free from disruption, state law permits the District to take action against any person – student or nonstudent – who:

- Interferes with the movement of people in an exit, an entrance, or a hallway of a District building without authorization from an administrator.
- Interferes with an authorized activity by seizing control of all or part of a building.
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Uses force, violence, or threats to cause disruption during an assembly.
- Interferes with the movement of people at an exit or an entrance to District property.
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
- Disrupts classes 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; entering a classroom without authorization; and disrupting the activity with profane language or any misconduct.
- Interferes with the transportation of students in District vehicles.

## **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 1,000 feet of any district-owned or leased property or campus playground.

## **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** and policies FFI and FNCC.]

## **Radios, CD Players, and Other Electronic Devices and Games**

Students are not permitted to display or use such items as radios, CD players, tape recorders, camcorders, DVD players, cameras, cell phones, 2-way radios, MP3 players (i-Pods) electronic devices or games, or telecommunication devices with text messaging at school, unless prior permission has been obtained from the principal. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return the items at the end of the day for students to take home, whether parents will be contacted to pick up the items, or whether a \$15 return fee will be charged. Any disciplinary action will be in accordance with the Student Code of Conduct and campus procedures.

## **Social Events**

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

## **Technology Resources**

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

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <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.

## **DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION**

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

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

### **Dating Violence**

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

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

### **Discrimination**

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

## **Harassment**

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. A copy of the district's policy is available in the principal's office and in the superintendent's office [or on the district's Web site].

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

Two types of prohibited harassment are described below.

### **Sexual Harassment and Gender-Based Harassment**

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

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

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. 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.

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

### **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 district officials to whom to make a report.

### **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.

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.

During the course of an investigation, the district may take interim action to address the alleged prohibited conduct.

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted. [See policy FFI.]

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.

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

## **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.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises, what the principal considers to be, a valid objection. There is no responsibility by the school to contact the parent in the event a student is questioned by a law enforcement agency.
- The principal ordinarily will be present unless the interviewer raises, what the principal considers to be, a valid objection.

### **Students Taken Into Custody**

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- To comply with a properly issued directive to take a student into custody.
- By an authorized representative of Child Protective Services, Texas Department of Protective and Regulatory 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.

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

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

## **Notification of Law Violations**

The District is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted or was adjudicated of delinquent conduct for any felony offense or certain misdemeanors.

[For further information, see Policy GRA.]

## **DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS**

### **School Materials**

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

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

### **Nonschool Materials**

Students (or non-students) must obtain specific prior approval from the principal before posting, circulating or distributing written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory. If the material is not approved within two school days of the time it was submitted to the principal, it should be considered disapproved.

Disapprovals may be appealed by submitting the disapproved material to the Superintendent; material not approved by the Superintendent within three days is considered disapproved. This disapproval may be appealed to the Board in accordance with Policy FMA (LOCAL). Any student who posts material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without this approval will be removed.

**DRESS AND GROOMING**

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

**For Secondary Students (grades 6<sup>th</sup> through 12<sup>th</sup>)**

1. Hair must be styled out of eyes, it must be clean and free from distraction. It must also comply with school health standards so as not to be detrimental to the health and safety of the individual or to others
2. Hair must be within the range of natural hair colors. Exceptions with permission of the principal.
3. Notched eyebrows will not be allowed.
4. Hats, headscarves, bandanas, beanies or caps are not permitted in school buildings during the instructional day.
5. Clothing with inappropriate or suggestive symbols, patches, or lettering cannot be worn. [Policy FNCA (LOCAL)]
6. Shirts and blouses must be buttoned appropriately.
7. Tank tops and muscle shirts are not allowed. Both shoulder straps on a top or dress must have a shoulder measurement of 2 inches or greater.
8. The entire midriff (front and back) and cleavage areas must be covered at all times.
9. Straps on garments must be worn appropriately (for example: bib overalls).
10. Pants must be worn at waist level as designed. Baggy/sagging and/or distressed pants with holes above the fingertip level will not be allowed. Pants must be fitted at the waist, no more than 1" bigger than waist size. Pants must also be no more than 6 inches of extra material (when width of material is pinched at the kneecap).
11. Skirts must be no shorter than a maximum of 6 inches above the knee in a kneeling position.
12. Bicycle shorts and inappropriately tight clothing will not be allowed. Shorts will be allowed but must be no shorter than 7 inches above the knee in a kneeling position.
13. Holes in pants or shorts should be no more than 7" above the knee in a kneeling position. Leggings or shorts must be worn underneath holes higher than 7" so that no skin is visible.
14. Undergarments must not be exposed at any time.
15. All standard footwear is acceptable and must be worn during school hours.
16. Pajamas and house shoes are not appropriate.
17. Sunglasses may not be worn indoors during school hours unless prescribed by a doctor.
18. Jewelry worn due to body piercing, other than ears, will not be allowed.
19. Jewelry with spikes of any length may not be worn.
20. No offensive or gang related tattoos shall be visible.
21. Body art (permanent or temporary) may cause a disruption to the school environment and will be handled on a case-by-case basis with final decisions rendered by campus administration.

\*School organizational uniforms (i.e., cheerleading, drill team, etc.) must be approved by campus administration. \*\*The dress code for Prime Time – Disciplinary AEP will be outlined at the time of admission to the Prime Time Program.

**For Elementary Students (Grades Pre-Kindergarten through 5<sup>th</sup>)**

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:

1. Hair must be styled out of eyes, it must be clean and free from distraction. It must also comply with school health standards so as not to be detrimental to the health and safety of the individual or to others.
2. Hair must be within the range of natural hair colors. For example: no green, pink, purple, bright red, or bright orange colored hair is allowed.
3. Notched eyebrows are not allowed.
4. Hats, headscarves, bandanas, beanies or caps are not permitted in school buildings during the instructional day.
5. Clothing with inappropriate or suggestive symbols, patches, or lettering cannot be worn. [Policy FNCA (LOCAL)]
6. Shirts and blouses must be buttoned appropriately.
7. Tank tops and muscle shirts are not allowed. Both shoulder straps on a top or dress must have a shoulder measurement of 1 ½ inches or greater.
8. The entire midriff (front and back) and cleavage areas must be covered at all times.
9. Straps on garments must be worn appropriately (for example: bib overalls).
10. Pants must be worn at waist level as designed. Baggy/sagging pants will not be allowed. Pants must be fitted at the waist, no more than 1” bigger than waist size. Pants must also be no more than 4 inches of extra material (when width of material is pinched at the kneecap). Hem of pants must not touch the ground.
11. Shorts may be worn during school hours. “Short” shorts are not acceptable attire.
12. Low-cut or tight clothing is not acceptable attire.
13. If leggings are worn, the clothing worn over the leggings must conform to the dress code by meeting length and coverage requirements. Holes in pants or shorts must be no higher than 7” from the knee. Leggings or shorts must be worn under holes above 7” with no visible skin.
14. Undergarments must not be exposed at any time.
15. All standard footwear is acceptable and must be worn during school hours. Shoes with wheels are not allowed
16. Sunglasses may not be worn indoors during school hours unless prescribed by a doctor.
17. Jewelry worn due to body piercing, other than ears, will not be allowed.
18. Body art (permanent or temporary) may cause a disruption to the school environment and will be handled on a case-by-case basis with final decisions rendered by campus administration.

**(STUDENT) 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 lost or damaged textbooks.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that requires use of facilities not available on District.
- Fees for use of laptops, calculators, or other handheld technology devices.
- Summer school for courses that are offered tuition-free during the regular school year.
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90% attendance requirement. The fee will be charged only if the parent or guardian signs a District-provided request form.

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

**FUND-RAISING**

Student clubs 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 principal at least five days before the event.

Except as approved by the Superintendent, fund-raising by nonschool affiliated groups is not permitted on school property. [For further information, see Policies FJ and GE.]

**IMMUNIZATION**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student will not be immunized. The immunizations required are: diphtheria, rubeola (measles), rubella, mumps, tetanus, Haemophilus influenzae type B, poliomyelitis, hepatitis A, hepatitis B, and varicella (chicken pox). The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student's religious beliefs conflict with the requirement that the student be immunized, the student must present a statement signed by the student (or by the parent, if the student is a minor) stating that immunization conflicts with the beliefs and practices of a recognized church or religious denomination of which the student is an adherent or member. These statements must be renewed yearly.

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 would be harmful to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see Policy FFAB.] <http://www.dshs.state.tx.us/immunize/school/default.shtm>

**PHYSICAL EXAMINATIONS/HEALTH SCREENINGS**

Students desiring to participate in the UIL Athletic Program shall submit a statement from a physician, licensed to practice in the state, indicating that the student has been examined and is physically able to participate in the Athletic Program. This examination is required for the first year of junior high school competition and the first year of high school competition. In other years, students shall complete a medical appraisal form. Students may be required to have a physical examination based on answers to the appraisal form.

A student who has written authorization from his or her parent and physician or other licensed health care provider, and who meets all other requirements, may be permitted, at the student's discretion, to use prescribed asthma medication at school or school-related events. The student and parents should see the school nurse or principal if the student has been prescribed asthma medication for use during the school day.

**PLEDGES OF ALLEGIANCE and 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. A minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity 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.

**SAFETY****Accident Prevention**

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 should:

- Avoid conduct that is likely to put the student or other students 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.

**Accidents at School**

Except for the purchase of insurance against bodily injury sustained by students while training for or engaging in interscholastic athletic competition or while engaging in school-sponsored activities on a school campus, the District, under state law, cannot pay for medical expenses associated with a student's injury.

Parents will be provided with the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

**Drills: Fire, Tornado, and Other Emergencies**

Students, teachers, and other District employees will regularly 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.

**Fire Drill Bells**

3 bells leave the building  
1 bell halt; stand at attention  
2 bells return to the classroom

**Tornado Drill Bells**

1 continuous bell move quietly but quickly to the designated locations  
2 bells return to the classroom

**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 will need to have written parental consent to obtain emergency medical treatment and information about allergies to medications, 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.

**Emergency School-Closing Information**

The Superintendent of Schools may close school due to weather related or other emergencies. The closing of school will be announced on local and area radio and television stations.

## **SCHOOL FACILITIES**

Loitering or standing in the halls between classes is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to present a pass will result in disciplinary action.

### **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, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately. Loitering is a violation of the student code of conduct.

### **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 rehearsal, club meetings, athletic practice, 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 code of conduct established by the sponsor in accordance with Board policy.

### **Cafeteria Services**

The District participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. See the Assistant Superintendent for Support Services 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.]

### **Library**

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Check with the campus office for available times for library use.

### **Meetings of Non-curriculum Related Groups**

Students are permitted to meet with non-curriculum related groups during the hours designated by the principal before and after school. These groups must comply with the requirements found in Policy FNA.

### **Pest Control Information**

The District periodically applies pesticides inside buildings. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child(ren)'s school assignment area may contact the Assistant Superintendent for Support Services at 363-7600.

### **Asbestos Information**

The Hereford Independent School District monitors and maintains any asbestos containing building materials to assure that it does not become friable and airborne. In addition to regular six-month inspections conducted by local school officials, the district employs a certified inspector to conduct asbestos inspections every third year as required by federal law. The latest three-year inspection was completed August 2012.

The district maintains an Asbestos Management Plan that describes the district's actions to abate, maintain, and manage any asbestos containing materials. These plans can be viewed by the public in each school's office or in the Administration Building at 601 N. 25 Mile Avenue, Hereford, TX 79045. Yearly inspections will continue to be conducted by district officials to assure the ongoing safe condition of any existing asbestos material.



## **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 in the coming years – 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.

## **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, Lockers, Laptop computers**

Students' desks, lockers and laptop computers 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 the assigned desks, lockers and laptop computers. Students must be certain that the locker is locked, and that the combination is not available to others.

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

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

### **Vehicles on Campus**

Vehicles parked on or within 300 feet of school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to others. See also the Student Code of Conduct.

### **Drug Detection Dogs**

The District shall use specially trained non-aggressive dogs to sniff out and alert to the current presence of concealed prohibited items, illicit substances defined in FNCF (LOCAL), and alcohol. This program is implemented in response to drug and alcohol use problems in District schools and to maintain a safe school environment conducive to education.

Visits to schools shall be unannounced. The dogs will be used to sniff the air in vacant classrooms, in vacant common areas, around student lockers, and around vehicles parked on school property. The dogs will not be used with students. If a dog alerts to a locker, a vehicle, or an item in a classroom, school officials may search these areas. If a dog alerts, whether prohibited items or illicit substances are found, parent/guardian contact will be initiated by campus administration.

### **Metal Detectors**

Students shall be notified at the beginning of each school year that they are subject to metal detector searches on a random basis. If the metal detector alerts to the presence of metal after the student has been asked to remove all metal objects from his or her person and possessions, or if a student refuses to remove all metal objects after detection alert, from his or her person and possessions without giving a satisfactory explanation, the District shall notify the student's parent, guardian, or person having lawful control. If following such notification, the student again refuses to remove all metal objects from his or her person and personal possessions, the student shall be required to leave school property, in accordance with any applicable procedures in the Student Code of Conduct. [For further information, see Policy FNF.]

## **STUDENTS IN PROTECTIVE CUSTODY OF THE STATE**

The district strives to assist any student who has been placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Maggie Guerrero, who has been designated as the district's liaison for children in the conservatorship of the state, at (806) 363-7600 with any questions.

## **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 the following Web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

- <http://www.texasuicideprevention.org>
- <http://www.dshs.state.tx.us/mhservices-search/>

## **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 personally requests that the student be permitted to ride with the parent, or if the parent presents – before the scheduled trip – a written request that the student be permitted to ride with an adult designated by the parent.

### **Buses and Other School Vehicles**

The District makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. A parent may also designate a child-care facility or grandparent's residence as a regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route for your campus. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Director of Transportation at 363-7618.

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

- Follow the driver's directions at all times.
- Enter and leave the bus in an orderly manner at the designated bus stop nearest home.
- Keep feet, books, band instrument cases, and other objects out of the aisle.
- Not deface the bus or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus.
- Wait for the driver's signal upon leaving the bus and before crossing in front of the bus.

When students ride in a District passenger car, seat belts must be fastened at all times.

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.

## **VIDEOTAPING OF STUDENTS**

For safety purposes, video/audio equipment will be used to monitor student behavior on buses and campuses. Students will not be told when the equipment is being used.

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

A parent who wants to review a videotape of the incident leading to the discipline of his or her child may request access in accordance with Policy FL (Legal) in the District's policy manual.

Any video tape of students as noted above that are considered to contain the elements of pornography as it reflects student behaviors, may be confiscated and held by the police as evidence.

## **VISITORS TO THE SCHOOL**

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.

Visitors to individual classrooms during instructional time are permitted only with approval of the principal and teacher and 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.

## APPENDIX

### Notification of Rights under FERPA for Elementary and Secondary Institutions and Notifications Relating to Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 year of age (“eligible students”) certain rights with respect to the student’s education records. They are:

- (1) The right to inspect and review the student’s education records within 45 days of the day the Hereford Independent School District receives a request for access.

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

- (2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the Hereford Independent School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the Hereford Independent School District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, S.W.  
Washington, D.C. 20202-4605

FERPA allows the Hereford Independent School District to disclose “directory information” without parent or eligible student consent. The disclosure of directory information may include disclosures in a school or class directory, a program for an extracurricular event, or on a badge which students are required to wear or exhibit during the school day and extracurricular activities.

The Hereford Independent School District has identified the following and similar personally identifiable information as “directory information”: name, address, telephone number, classification, dates of attendance in the schools of the District, height and weight for student’s involved in athletics or similar extracurricular programs, honors received, most recent previous education institution, extracurricular activities in which the student is involved, and photographs. A parent or an eligible student may object to any of these items as directory information. If a parent or eligible student chooses to object to any or all of the items as directory information, such person must notify Hereford I.S.D., in writing, of the items which should not be designated as directory information for that student. Any objection to an item of directory information must be received by the District by September 10, 2012.

## Hereford ISD District Parental Involvement Policy 2012-2013

*All school districts receiving Title I, Part A funds are required under Section 1118(b) of the Elementary and Secondary Education Act (ESEA) to develop, review and revise jointly a annual written parent involvement policy for the school district that establishes the district's expectations and specifically describes how the district will meet the required components of the policy. The policy will be distributed to parents of participating children in a format and language parents can understand. This plan will be incorporated into the school wide plan and the district improvement plan.*

Purpose	Activities/Strategies
<b>Parent Parental Policy Requirements</b>	
Hereford ISD will involve parents in the joint development and joint agreement of its District Parental Involvement Policy and it's school wide plan.	<ul style="list-style-type: none"> <li>• Annual District wide Parent Involvement Spring Meeting</li> </ul>
Hereford ISD will distribute to parents of participating children and the local community, the District Parental Involvement Policy.	<ul style="list-style-type: none"> <li>• Title I Parent Meetings,</li> <li>• Posted on Website,</li> <li>• School Handbook</li> </ul>
Hereford ISD Title I Campus' will convene an annual meeting to inform parents of the following:	<ul style="list-style-type: none"> <li>• Title I Program</li> <li>• Parent Involvement Activities at school or community based activities</li> <li>• Olweus Bullying Program</li> </ul>
Hereford ISD Title I Campus' will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.	<ul style="list-style-type: none"> <li>• School Messenger</li> <li>• Grade Book/Family Access</li> <li>• Campus Parent Meetings</li> <li>• Campus Parent Conferences</li> <li>• Campus Newsletters</li> </ul>
<b>Shared responsibilities for High Student Academic Achievement</b>	
Hereford ISD Title I Campus' will build the schools' and parent's capacity for strong parental involvement, in order to effectively involve parents and to support a partnership among the schools involved with parents and the community to improve student academic achievement.	<ul style="list-style-type: none"> <li>• Open House</li> <li>• Grade Book/Family Access</li> <li>• Parent Liaison</li> <li>• Parent Training Do You Know</li> <li>• Content Area Brochure Tips for Parents English/Span.</li> </ul>
Hereford ISD will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.	<ul style="list-style-type: none"> <li>• School News Letters</li> <li>• Access to Computers</li> <li>• Parent Conferences</li> <li>• Parent Literacy</li> </ul>
Hereford ISD will educate its teachers, pupil services, personnel, principals, and other staff, in how to reach out to parents, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.	<ul style="list-style-type: none"> <li>• Campus Programs</li> <li>• Home Visits /Staff Development</li> <li>• District Parental Involvement Training Parents Do You Know</li> <li>• School Messenger/School Marques</li> <li>• Annual Surveys</li> </ul>
Hereford ISD will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in language the parents can understand.	Spanish & English Communication <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• School Marquee</li> <li>• School Messenger System</li> <li>• Home visits</li> <li>• School Presentations</li> <li>• Available Translators all activities and Campus'</li> <li>• School Website</li> <li>• Phone calls from Administrative staff</li> </ul>
<b>Building Capacity for Involvement</b>	
Goal: Parent and educators will be partners in the education of ALL children at Hereford ISD.  Objective: Hereford ISD will increase parent involvement and communication by 5% by the end of the 12-13 school year.	<ul style="list-style-type: none"> <li>• District Needs Assessment will be reviewed and revised based on annual Staff, Parents; Students Survey's to meet the changing needs of our families and students.</li> </ul>