

HEMPHILL I.S.D.

Student Handbook
2021-2022



The mission of the Hemphill Independent School District is to equip all students in a safe learning environment with the skills necessary to lead productive and satisfying lives.

**Hemphill I.S.D.
P. O. Box 1950
Hemphill, Texas 75948
(409) 787-3371**

**Notice Regarding Student Directory Information and
Parent's Response Regarding Release of Student Information**

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

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Hemphill ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing within ten school days of the child's first day of instruction for this school year, August 24, 2021.

The district must give certain directory information about your child to any person who requests it, unless you have told the district in writing not to do so. In addition, you have the right to tell the district that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The district is providing you this form so you can communicate your wishes about these issues. [See **Directory Information** under **Required Forms to be Completed and Returned to Student's School** at the end of this packet for more information.]

Table of Contents

PREFACE	10
Accessibility.....	11
Section One: Parental Rights	11
Consent, Opt-Out, and Refusal Rights.....	11
Consent to Conduct a Psychological Evaluation	11
Consent to provide Mental Care Services.....	11
Consent to Display a Student’s Original Works and Personal Information	12
Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14	12
Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law	12
Limiting Electronic Communications with Students by District Employees	12
Objecting to the Release of Directory Information.....	13
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only).....	13
Participation in Third-Party Surveys.....	13
Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation	13
“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information.....	14
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	14
Human Sexuality Instruction	14
P.A.P.A. Program.....	15
Reciting a Portion of the Declaration of Independence in Grades 3-12	15
Reciting the Pledges to the U.S. and Texas Flags.....	15
Religious or Moral Beliefs.....	15
Tutoring or Test Preparation Purposes.....	15
Right of Access to Student Records, Curriculum Materials, and District Records/Policies.....	16
Instructional Materials	16
Notices of Certain Student Misconduct to Noncustodial Parent.....	16
Participation in Federally Required, State-Mandated, and District Assessments	16
Student Records	16
Accessing Student Records	16
Authorized Inspection and Use of Student Records	17
Teacher and Staff Professional Qualifications.....	19
A Student with Exceptionalities or Special Circumstances	20

Children of Military Families	20
Parental Role in Certain Classroom and School Assignments	20
Multiple Birth Siblings.....	20
Safety Transfers/Assignments.....	20
Student Use of a Service/Assistance Animal	20
A Student in the Conservatorship of the State (Foster Care)	21
A Student Who Is Homeless	21
A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services	22
Special Education Referrals	22
Contact Person for Special Education Referrals	23
Section 504 Referrals	23
Contact Person for Section 504 Referrals	23
Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education	23
A Student Who Speaks Primary Language Other than English.....	24
A Student with Physical or Mental Impairments Protected under Section 504.....	24
Section Two: Other Important Information for Parents and Students	24
Absences/Attendance	24
Compulsory Attendance.....	24
Prekindergarten and Kindergarten	24
Ages 6 and 18.....	24
Age 19 and Older	25
Exemptions to Compulsory Attendance	25
All Grade Levels	25
Secondary Grade Levels	25
Failure to Comply with Compulsory Attendance	26
All Grade Levels	26
Students with Disabilities.....	26
Ages 6 and 18.....	26
Age 19 and Older	27
Attendance for Credit or Final Grade (All Grade Levels)	27
Official Attendance-Taking Time (All Grade Levels).....	27
Documentation after an Absence (All Grade Levels).....	27
Doctor’s Note after an Absence for Illness (All Grade Levels).....	28
Driver License Attendance Verification (Secondary Grade Levels Only)	28

Perfect Attendance	28
Accountability under State and Federal Law (All Grade Levels).....	28
Armed Services Vocational Aptitude Battery Test (Grades 10-12).....	29
Bullying (All Grade Levels).....	29
Career and Technical Education (CTE) Programs (Secondary Grade Levels Only).....	30
Celebrations (All Grade Levels)	30
Cheerleading	31
Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels).....	31
Warning Signs of Sexual Abuse	31
Warning Signs of Trafficking	31
Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children	32
Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children	33
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)	33
Class Schedules (Secondary Grade Levels Only).....	34
College and University Admissions and Financial Aid (All Grade Levels).....	34
College Credit Courses (Secondary Grade Levels Only)	34
Communications-Automated (All Grade Levels)	35
Emergency.....	35
Nonemergency	35
Complaints and Concerns (All Grade Levels)	35
Conduct (All Grade Levels).....	36
Applicability of School Rules	36
Campus Behavior Coordinator.....	36
Corporal Punishment.....	36
Deliveries	37
Disruptions of School Operations	37
Public Display of Affection	37
Social Events.....	37
Counseling	38
Academic Counseling	38
Elementary and Middle/Junior High School Grade Levels	38
High School Grade Levels	38
Personal Counseling (All Grade Levels).....	39
Course Credit (Secondary Grade Levels Only)	39
Credit by Examination-If a Student Has taken the Course/Subject (Grades 6-12).....	39

Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject	39
Students in Grades 1-5	40
Students in Grades 6-12	40
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)	40
Dating Violence	40
Discrimination.....	41
Harassment.....	41
Sexual Harassment and Gender-Based Harassment	41
Retaliation	41
Reporting Procedures.....	42
Investigation of Report.....	42
Discrimination.....	42
Distance Learning (All Grade Levels)	43
Texas Virtual School Network (TxVSN) (Secondary Grade Levels).....	43
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels).....	43
School Materials.....	43
Non-school Materials.....	43
From Students	43
From others	44
Dress and Grooming (All Grade Levels)	44
Electronic Devices and Technology Resources (All Grade Levels).....	47
Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices	47
Possession and Use of Other Personal Electronic Devices.....	48
Instructional Use of Personal Telecommunications and other Electronic Devices	48
Acceptable Use of District Technology Resources.....	48
Unacceptable and Inappropriate Use of Technology Resources.....	48
End-of-Course (EOC) Assessments.....	49
English Learners (All Grade Levels)	49
Extracurricular Activities, Clubs, and Organizations (All Grade Levels)	49
Standards of Behavior	50
National Honor Society.....	50
Offices and Elections	50
Fees (All Grade Levels)	50
Fundraising (All Grade Levels)	51

Gang-Free Zones (All Grade Levels).....	51
Gender-Based Harassment.....	51
Grade-Level Classification (Grades 9-12 Only)	51
Grading Guidelines (All Grade Levels).....	52
Graduation (Secondary Grade Levels Only).....	52
Requirements for a Diploma	52
Testing Requirements for Graduation.....	52
Foundation Graduation Program.....	53
Credits Required.....	53
Available Endorsements.....	54
Personal Graduation Plans	55
Available Course Options for all Graduation Programs	55
Advanced and Honor Courses.....	55
Certificates of Coursework Completion	56
Students with Disabilities.....	56
Graduation Activities	56
Graduation Speakers	56
Graduation Expenses.....	56
Scholarships and Grants.....	57
Harassment.....	57
Hazing (All Grade Levels).....	57
Health – Physical and Mental	57
Illness (All Grade Levels).....	57
Immunization (All Grade Levels)	58
Lice (All Grade Levels)	59
Medicine At School (All Grade Levels)	59
Asthma and Severe Allergic Reactions.....	60
Steroids (Secondary Grade Levels Only).....	60
Mental Health Support (All Grade Levels).....	60
Physical Activity Requirements.....	61
Elementary School	61
Junior High/Middle School.....	61
Temporary Restriction from Participation in Physical Education	62
Physical Fitness Assessment (Grades 3-12).....	62
Physical Health Screenings/Examinations.....	62

Athletics Participation (Secondary Grade Levels Only).....	62
Spinal Screening Program.....	62
Special Health Concerns (All grade levels).....	63
Bacterial Meningitis (All Grade Levels).....	63
Diabetes.....	63
Food Allergies (All Grade Levels).....	63
Seizures (All Grade Levels).....	63
Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property) ...	64
Health-Related Resources, Policies, and Procedures.....	64
Physical and Mental Health Resources (All Grade Levels).....	64
Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)	64
School Health Advisory Council (SHAC) (All Grade Levels).....	65
Student Wellness Policy/Wellness Plan (All Grade Levels).....	65
Law Enforcement Agencies (All Grade Levels).....	65
Questioning of Students.....	65
Students Taken Into Custody.....	65
Notification of Law Violations.....	66
Leaving Campus (All Grade Levels).....	67
Any Other Time During the School Day.....	67
Lost and Found (All Grade Levels).....	68
Makeup Work.....	68
Makeup Work Because of Absence (All Grade Levels).....	68
DAEP Makeup Work.....	68
Elementary and Middle/Junior High School Grade Levels.....	68
Grades 9-12.....	68
In-school Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels).....	69
Alternative Means to Receive Coursework.....	69
Opportunity to Complete Courses.....	69
Nondiscrimination (All Grade Levels).....	69
Parent and Family Engagement (All Grade Levels).....	70
Working Together.....	70
Parking and Parking Permits (Secondary Grade Levels Only).....	71
Pledges of Allegiance and a Minute of Silence (All Grade Levels).....	71
Prayer (All Grade Levels).....	71
Promotion and Retention.....	71

Elementary and Middle/Junior High Grade Levels	71
High School Grade Levels	73
Release of Students from School	73
Report Cards/Progress Reports and Conferences (All Grade Levels)	73
Remote Instruction.....	73
Retaliation	74
Safety (All Grade Levels)	74
Accident Insurance.....	74
Insurance for Career and Technical Education (CTE) Programs.....	74
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	74
Preparedness Training: CPR and Stop the Bleed.....	74
Emergency Medical Treatment and Information.....	74
Emergency School-Closing Information.....	75
SAT, ACT, AND Other Standardized Tests	75
School Facilities.....	76
Asbestos Management Plan (All Grade Levels)	76
Food and Nutrition Services (All Grade Levels)	76
Cafeteria Charge Policy	76
Vending Machines (All Grade Levels)	76
Pest Management Plan (All Grade Levels).....	76
Conduct Before and After School (All Grade Levels).....	77
Library (All Grade Levels).....	77
Use of Hallways During Class Time (All Grade Levels)	77
Use by Students Before and After School (All Grade Levels)	77
Meetings of Noncurriculum-Related Groups (Secondary Grade Levels).....	77
Campus Parties (Elementary Grade Levels)	78
School-sponsored Field Trips (All Grade Levels)	78
Searches.....	78
Searches in General (All Grade Levels).....	78
District Property (All Grade Levels).....	78
Telecommunications and Other Electronic Devices (All Grade Levels).....	78
Trained Dogs (All Grade Levels).....	79
Drug-Testing (Secondary Grade Levels Only)	79
Vehicles on Campus (Secondary Grade Levels Only).....	79
Sexual Harassment.....	79

Special Programs (All Grade Levels)	79
Standardized Testing.....	80
Secondary Grade Levels	80
SAT/ACT (Scholastic Aptitude Test and American College Test)	80
TSI (Texas Success Initiative) Assessment.....	80
STAAR (State of Texas Assessments of Academic Readiness).....	80
Grades 3-8.....	80
High School Courses - End-of-Course (EOC) Assessments.....	81
Students in Foster Care (All Grade Levels)	81
Students Who are Homeless (All Grade Levels)	81
Student Speakers (All Grade Levels).....	82
Summer School (Elementary and Middle/Junior High Grade Levels)	82
Tardies (All Grade Levels).....	82
Tardy Policy.....	82
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).....	82
Transfers (All Grade Levels)	83
Transportation	83
School-Sponsored Trips.....	83
Buses and Other School Vehicles	83
Change in Transportation.....	84
Bus Rider’s Safety Handbook.....	84
Vandalism (All Grade Levels)	87
Video Cameras (All Grade Levels).....	88
Visitors to the School (All Grade Levels).....	88
General Visitors	88
Unauthorized Persons.....	88
Visitors Participating in Special Programs for Students	89
Volunteers (All Grade Levels).....	89
Voter Registration (Secondary Grade Levels Only)	89
Withdrawing from School (All Grade Levels).....	89
Glossary	90
APPENDIX A:.....	93
Freedom from Bullying Policy	93
APPENDIX B:	97
REQUIRED FORMS TO BE COMPLETED AND RETURNED TO STUDENT’S SCHOOL	101

PREFACE

To Students and Parents:

Welcome to school year 2021-2022! Education is a team effort, and we know that students, parents, teachers, and other staff members are all working together to make this a wonderfully successful year for our students.

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

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

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

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

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

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

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

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

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

Also, please complete and return to your child's campus the following required forms found at the end of this packet on pages 100-106:

1. Parental Acknowledgment Form;
2. Student Directory Information and Release of Student Information Form;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education Form;
4. School-Parent Compact.

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

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the campus principal.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Provide Mental-Health Care Services

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

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

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

Please contact the campus Counselor if you have concerns. Counselors can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and assessing available student accommodations provided on campus.

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

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

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

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

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

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

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

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

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

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

[See **Video Cameras** on page 87 for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

Limiting Electronic Communications with Students by District Employees

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

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

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity. The employee is required to send a copy of the text message to the employee's district email address.

If you prefer that your child not receive any one-to-one electronic communication from a district employee, please submit a written request to the campus principal stating this preference.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. This “directory information” will be released to anyone who follows procedures for requesting it.

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

Also review the information at **Authorized Inspection and Use of Student Records** on page 16.

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

Unless a parent has advised the district not to release his or her student’s information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student’s name, address, and telephone listing.

A form has been attached for you to complete if you do not want the district to provide this information to military recruiters or institutions of higher education.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF(LEGAL).]

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

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

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- NOTE: This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

A parent may inspect:

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

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

Human Sexuality Instruction

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

State law requires that the district provide written notice before each school year of the board’s decision to provide human sexuality instruction.

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases.

- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

P.A.P.A. Program

The P.A.P.A. program is a Parenting and Paternity Awareness Program developed by the office of the Texas Attorney General. Its goal is to develop responsible parenthood and encourage the formation of strong, stable families.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district’s SHAC. Please see the campus principal for additional information.

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

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution as well as a specific recitation from the Declaration of Independence for students in grades 3-12. Per state law a student may be excused from recitation of a portion of the Declaration of Independence if (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL).]

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 70 and policy EC(LEGAL).]

Religious or Moral Beliefs

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

Tutoring or Test Preparation Purposes

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

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

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

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

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services – if the district offers these services.

For questions about school-provided tutoring programs, contact the student’s teacher and see policy EC and EHBC.

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

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

Instructional Materials

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,

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

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student’s education records. For purposes of student records, an “eligible” student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 12, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.
- Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. **Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.**

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

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

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

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

- **When district school officials** have what federal law refers to as a **“legitimate educational interest”** in a student's records.
 - “Legitimate educational interest” in a student's records includes:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or
 - Investigating or evaluating programs.
 - School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff);
 - A person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - A parent or student serving on a school committee; or
 - A parent or student assisting a school official in the performance of his or her duties.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.

- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** on page 12 for opportunities to prohibit this disclosure].

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

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

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

A parent or eligible student who provides a written request may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office and the principals' offices is P.O. Box 1950, Hemphill, TX 75948.

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

Although improperly recorded grades may be challenged, contesting a student's grade or an examination in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the Board of Trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 72, and **Complaints and Concerns** on page 35 for an overview of the process.]

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

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

Teacher and Staff Professional Qualifications

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parents, including a stepparent or legal guardian, who has been called to active duty, is on leave, or is returning from a deployment of at least four months will be excused by the district. The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

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

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

A parent may:

- Request the transfer of his or her child to another available classroom if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.
- Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another available classroom.
- Request the transfer of his or her child to a neighboring district that agrees to accept the transfer request if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

[See **Bullying on page 29**, and policies FDB and FFI for more information.]

Student Use of a Service/Assistance Animal

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

The district will try to accommodate a request as soon as possible but will do so within ten district business days.

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

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year. The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district. The district will award partial course credit when the student only passes one half of a two-half course.

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

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

- Assist the student with the completion of any applications for admission or for financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including, subject to the availability of funds, arranging for the payment of any examination fees by the DFPS; and
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

[See also **Credit by Examination for Advancement/Acceleration** on page 39, **Course Credit** on page 38, and **Students in Foster Care** on page 80 for more information.]

A Student Who Is Homeless

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

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

- The award of partial credit (awarding credit proportionately when a student passes only one half of a two-halfcourse);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

[See also **Credit by Examination for Advancement/Acceleration** on page 39, **Course Credit** on page 38, and **Homeless Students** on page 80 for more information.]

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

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

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

Special Education Referrals

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

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

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

days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

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

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

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

Contact Person for Special Education Referrals

The designated contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Cassy Whitsitt, Director of Special Education, at Sabine County Shared Services at 409-787-2338.

Section 504 Referrals

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

Contact Person for Section 504 Referrals

The designated contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is the campus principal at 409-787-3371.

[See also **Students with Physical or Mental Impairments Protected under Section 504** on page 23.]

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

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

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

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

A Student Who Speaks Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

A Student with Physical or Mental Impairments Protected under Section 504

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

[See policy FB.]

[See also **Students Who Have Learning Difficulties or Who Need or May Need Special Education or Section 504 Services** on page 22 for more information.]

Section Two: Other Important Information for Parents and Students

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact campus principal at 409-787-3371.

Absences/Attendance

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

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6 and 18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday,

shall attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in Kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

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

Age 19 and Older

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

Compulsory Attendance - Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practical to schedule the student's participation in the activity outside of school hours.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian going to, on leave from, or returned from certain deployments. [See page 19 for that section.]

Secondary Grade Levels

The district will allow junior or senior students to be absent for up to two days per year to visit a college or university, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

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

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

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

Compulsory Attendance – Failure to Comply

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Ages 6 and 18

When a student ages 6-18 incurs unexcused absences for three or more days or parts of days within a four-week period, the law requires the school to send notice to the parent. The notice will:

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

The truancy prevention facilitator for the district is the District Police Chief. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. **A complaint against the parent may be filed in court if the student:**

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

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

If a student age 12-18 violates the compulsory attendance law, **both the parent and student could be charged** with an offense.

[See policy FEA(LEGAL).]

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, **a student must attend at least 90 percent of the days the class is offered.** A student who attends fewer than 90 percent of the days the class is offered 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 or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** on page 25 will be considered extenuating circumstances.
- A transfer or migrant student begins to accumulate absences only after he/she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

Official Attendance-Taking Time (All Grade Levels)

Official attendance is taken every day at 9:15 a.m.

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

Documentation after an Absence (All Grade Levels)

When a student is 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 or is an**

emancipated minor under state law. The school district will accept notes excusing absences for no more than 5 days total per semester. **The student has five days to return their note to the office.** Otherwise, the absence will result in an unexcused absence. **Notes simply stating personal business and family business will not be excused unless the type of personal business is stated and approved by the principal or designee.** For example: Court appearance or must take parent to the doctor. Verification will be required.

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

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

Within **5 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school.** Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

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

<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website:

<https://www.dps.texas.gov/section/driver-license>.

Perfect Attendance

A student with perfect attendance is defined as a student who has not been tardy more than two times, absent or checked out early on any school day. The school day begins at 7:55 a.m. and ends at 3:30 p.m.

Accountability under State and Federal Law (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by the TEA based on academic factors and ratings;

- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA;
- Information compiled by TEA for the submission of a federal report card that is required by law.

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

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

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

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered each year at the high school campus.

Please contact the principal or the counselor for information about this opportunity.

Bullying (All Grade Levels)

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

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

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

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.

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. An anonymous online reporting form is also available on the HISD website. www.hemphillisd.net The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom within the district. [See **Safety Transfers/Assignments** on page 20.]

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

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

[See **Safety Transfers/Assignments** on page 20, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40, **Hazing** on page 56, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in Family and Consumer Sciences, Agriculture and Business.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Hemphill ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. [See **Nondiscrimination Statement** on page 68 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

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

will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food.

[See **Food Allergies** on page 63.]

Cheerleading

Cheerleading eligibility and tryout information can be found in the cheerleading constitution.

Criteria: Student behavior will count as 30% of the candidate’s total score. Prior to tryouts, the principal will review each candidate’s official disciplinary folder kept on file in the office. For each “Disciplinary Action Report” received during the school year in which tryouts are held, five points will be deducted.

The scores received by the judges evaluating sharpness of motions, jumps, voice projection and quality, timing, facial expression, spirit, and showmanship will represent the remaining 70% of the candidate’s total score.

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children which may be accessed at policy FFG. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including difficulty sitting or walking, pain in the genital areas, claims of stomach aches and headaches; verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

Warning Signs of Trafficking

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

Traffickers are often trusted members of a child’s community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

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

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

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

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

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

Reports of abuse, trafficking, or neglect may be made to the (CPS) division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

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

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

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

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

Class ranking will be determined on the basis of a weighted grade point average (G.P.A.) Correspondence or summer school courses will not be computed as part of the grade point average. The determination of class rank will be made at the end of the fifth six weeks of the student's senior year. The grade point average will be used to determine Honor Graduates. Honor Graduates will be announced after the conclusion of the fifth six weeks.

The title of honor graduate will be given to the students with a weighted grade point average of 90 or better. The top two students will be Valedictorian and Salutatorian. Students with a weighted GPA of 96 or above will be Magna Cum Laude. Students with a weighted GPA of 90-95 will be Cum Laude.

In the event there are Co-Valedictorians, the recipient of the state offered scholarship will be determined in the following order:

1. Student that took the most advanced and honors courses.
2. Student with the highest Numerical average of all courses(non-weighted GPA)
3. Highest score on the SAT

No Salutatorian will be announced if there are Co-Valedictorians.

In the event that there are Co-Salutatorians and there is a scholarship available, the recipient of the scholarship will be determined in the same manner as described with Co-Valedictorians.

In order to be a candidate for Valedictorian, Salutatorian and top 10%, a student must have been enrolled at Hemphill High School for the student's junior and senior year in High School. The student shall also be enrolled in Hemphill High School for a minimum of four (4) consecutive semesters. Students are eligible if they enroll their junior year by the end of the 3rd week of the first six weeks. Move-in students or early graduates cannot replace established students in the class ranking that have been enrolled for the required two years, but will be co-ranked. See top 10% requirements above.

[For further information, see policies at EIC.]

Class Schedules (Secondary Grade Levels Only)

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

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

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

The University of Texas at Austin may limit the number of automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2020 terms and spring 2021 term, the University will admit the top **six** percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

[See **Class Rank/Highest Ranking Student** on page 33 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 52 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 20 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 11–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or College Preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TxVSN);
- Enrollment in courses taught in conjunction and in partnership with Angelina Jr. College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

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

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

Communications-Automated (All Grade Levels)

Emergency

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

[See **Safety** on page 73 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 73 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL) in the district's policy manual. A copy of the complaint forms may be obtained in the principal's or superintendent's office.

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

Conduct (All Grade Levels)

Applicability of School Rules

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

Campus Behavior Coordinator

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

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.

1. The student shall be informed of the offense and be afforded an opportunity to explain his or her actions before corporal punishment is administered.
2. Corporal punishment may be administered by the school principal or other designee.
3. The instrument to be used in administering corporal punishment shall be approved by the principal or a designee.
4. When corporal punishment is administered, it shall be done in the presence of at least one other district professional/paraprofessional employee and shall take place in a designated place out of view of other students.
5. Corporal punishment shall be administered in a reasonable manner, with “reasonableness” to be determined on the basis of factors such as the size, age, and the physical, mental and emotional condition of the student.
6. When corporal punishment is used, a maximum of three (3) swats will be administered per occurrence.
7. To prohibit the use of corporal punishment the parent must provide to the campus principal a written, signed statement requesting that corporal punishment not be administered. This written statement must be submitted each year.

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

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

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

The following items are not allowed to be delivered to students due to safety/health concerns: Floral arrangements in glass/ceramic containers or that contain glass/ceramic decorations or balloons in the arrangement; Snack food/candy arrangements of any kind; or balloons.

Disruptions of School Operations

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

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

Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

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

Public Display of Affection

Public display of affection is not appropriate on school ground or at extracurricular activities; therefore, disciplinary action will be taken.

Social Events

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

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

Please contact the campus principal if you are interested in serving as a chaperone for any school social event.

Counseling

The district has a comprehensive school counseling program that includes:

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

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

The school counselor will also provide information each year a student is enrolled in high school regarding the advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement, the disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma, financial aid eligibility and how to apply, automatic admission to state-funded Texas colleges and universities, eligibility requirements for the TEXAS Grant, availability of district programs that allow students to earn college credit, availability of tuition and fee assistance for postsecondary education for students in foster care, and availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional or mental health issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should make an appointment. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[See **Mental Health Support** on page 60, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 31.]

Course Credit (Secondary Grade Levels Only)

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

Credit by Examination-If a Student Has taken the Course/Subject (Grades 6-12)

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

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

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

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

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

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity..

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

Students in Grades 1-5

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

Students in Grades 6-12

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

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

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

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

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's past or current

dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

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

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

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but 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, such as comforting a child with a hug or taking the child's hand. 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 physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

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

Retaliation

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

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

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

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

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on pages 40-42.]

Distance Learning (All Grade Levels)

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

The distance learning opportunities that the district makes available to district students are internet, satellite, etc., and will only be accepted from a credited institution as approved by the principal.

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

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

The Texas Virtual School Network (TxVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 46.] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

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

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

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

School Materials

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

The yearbook is available to students.

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

Non-school Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than ten copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The campus principal has designated campus offices as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policies at FNAA.]

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

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

From others

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

The superintendent or designee will designate the location for approved non-school materials to be placed for voluntary viewing or collection by students.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

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

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be sent home to correct dress code, or student will be sent to ISS for the remainder of the school day.

Zero tolerance for repeat violations - for all dress code violations. Students will be sent home to correct violation and absence will be unexcused.

The administration and faculty shall have the right to appraise any current fashion or fad and determine whether it is appropriate or inappropriate for school wear. **The school has the right to ask students to change attire if it is of such nature that it provokes unfavorable comment.** A student who tries to attract attention by dressing in an irregular or unconventional manner is inviting criticism that may damage a good reputation.

Students who miss class time or who are sent home at any time while correcting grooming/dress code problems are considered absent (or tardy) after the first offense and are subject to disciplinary action.

The dress code for **elementary students** may be altered by the Elementary Principal.

Dresses, skirts, jumpers, and garments with a slit must be long enough to maintain dignity while sitting and/or standing. **They must not be shorter than the top of the kneecap.** All shorts, skorts, culottes, overall shorts or any other item with an inseam **must not be shorter than the top of the kneecap.** **Jeans/Pants with any holes above the knee must not reveal any skin. Students may not use tape or other items to cover holes. Students must wear tights or shorts under jeans/pants with holes above the knee.** (Dress code for Elementary students may be altered by the elementary principal.)

Tops or shirts that are inappropriately tight or revealing, or tight stretch tops may not be worn. No open-armed T-shirts or muscle shirts for girls or boys. All shirts must have a sleeve. All clothing must be modest and decent. Shirts must be hemmed at the edge and may not be frayed. (Dress code for elementary students may be altered by the elementary principal.)

Pajamas or other sleepwear (or clothing appearing to be sleepwear) are not allowed.

Shirts will be appropriately sized and buttoned. Halters, tank tops, spaghetti straps, strapless garments, racer shirts, mesh/see-through tops and clothes that expose the midriff, back, or cleavage will not be allowed. Shirts, blouses, or tops must cover the midriff. **A shirt is considered too short if the midriff is visible at any time.**

All pants, shorts, and skirts are to be appropriately sized and worn at the natural waistline (**no sagging**). **If in the school employee's opinion a garment is sagging, it will be considered so.** Tights, leggings, jeggings, short shorts, boxer shorts, biker shorts, "running" tights, and wind shorts are not permitted. **If belts are worn they must be of the appropriate length and may not hang down in the middle of the torso.**

Appropriate undergarments must be worn but must not be visible. This includes swimsuits or any other item worn as an undergarment. Obscene slogans, grotesque pictures, or occult signs and symbols are not permitted on shirts, jackets, jeans, sweatshirts, book covers, or parts of the body when at school or school events.

Clothing or jewelry shall not advertise, represent or advocate alcohol, drugs or tobacco products or shall not convey sexual innuendoes, either during school hours or at school sponsored activities. Racially related symbols, emblems, pictures, words, slogans, or flags are not permitted. **Any tattoo, including temporary and/or handwritten tattoos or symbols, must be**

covered at all times. No stickers or body decoration are allowed unless approved by the principal for events such as pep rallies and theatre arts classes and plays. **No wallet chains are allowed.**

Clothing shall be worn in a manner for which it was intended. Suspenders or overall straps must be worn over the shoulders. Overalls must fit properly and be buttoned and shirts worn under overalls and suspenders must conform to the dress code.

Hair should be kept cleaned and groomed. Hair should not extend past the top of the shoulder for male students. The styling or grooming should keep the hair out of the eyes. **Good health and personal hygiene habits should be practiced with regards to hair and body odors.** Hair should be neat. Hair rollers, or long handled combs may not be worn in the hair. **Hairstyles or designs must be kept neat and trimmed as not to be disruptive or distracting in the school environment.**

If hair is colored what is deemed to be a unnatural color it must be re-colored to conform to the dress code and it is the student's responsibility to recolor it in spite of damage it may cause to the hair. The school accepts no responsibility for this. If there is a doubt whether or not to color one's hair a particular color, the best practice is for the student to refrain from doing so.

Facial hair, such as mustaches, beards, or goatees, are not allowed.

No nose piercings of any kind will be allowed. It is recommended that dangling earrings not be worn to school because of safety reasons. No animal collars or heavy neck chains or bracelets may be worn. **No visible piercings are allowed for male students.**

Hemphill ISD discourages the wearing of expensive jewelry and other apparel and is not responsible for lost or stolen items.

Any accessory that may cause injury will be prohibited.

No hats, do-rags, toboggans or caps of any kind will be worn in the building, except on special days (such as Crazy Hat Day) as designated by the principal. Sunglasses or sunshades are not to be worn in the building, unless there is a written request from a physician, or permission from the principal.

Shoes must be worn. House shoes and Heelys are not allowed. Sandals and Flip flops will not be allowed for P. E.

Any article of clothing, jewelry, body decoration or hair style that attracts undue attention, creates a distraction or disturbs the normal routine of school shall be deemed inappropriate.

The American flag is not to be worn as an article of clothing. The likeness of the American flag is not to be worn in an inappropriate manner.

If need arises, this dress code is subject to change with appropriate notification.

School clubs, athletic teams, organizations, bands, classes, and any other extra-curricular activities may require additional dress and personal appearance requirements. For example, a school organization may require a certain hair length or style, or require certain dress for school-sponsored trips. Students must follow the dress code when representing our school in competitions such as Academic UIL, athletics, band, etc.

Exception to daily dress code: Acceptable formal attire is permissible at school banquets and proms, and acceptable informal attire is permissible at other appropriate events as approved by the campus principal. If a student has a question about dress code for a certain event, he/she should consult with the principal beforehand.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will

be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Vaping/E-Cigarettes

First Offense: 3 days of Out of School Suspension; minimum 15 days DAEP; all offenses will result in a Class C Misdemeanor; fine up to \$500.00

Second Offense: 3 days Out of School Suspension; minimum 30 days DAEP; all offenses will result in a Class C Misdemeanor; fine up to \$500.00

Third Offense: 3 days Out of School Suspension; minimum 45 days DAEP; all offenses will result in a Class C Misdemeanor; fine up to \$500.00

Electronic Devices and Technology Resources (All Grade Levels)

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

For safety purposes, the district permits students to possess personal mobile telephones. **Students will be allowed to use electronic device (cell phone, Smart watch, etc.) during exchange period, and during lunch. (high school only)** Cell phones are not to be used by students in the classroom, hallway, or restrooms. **Any cell phones that are visible or heard during class time will be confiscated.** A student must have approval to possess other telecommunications devices such as notebooks, laptops, tablets, or other portable computers. (During state and local testing phones will be taken up and returned after testing). **Elementary and Middle School Students must have cell phones off from the time you arrive on campus until you leave. If students video or send any inappropriate social media messages about a student, the student's cell phone privileges will be suspended.**

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

If the phone/device emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor during class or a student uses a telecommunications device without authorization during the school day or is seen or visible, the device will be confiscated by administrators, teachers, or teacher's aides and held in the principal's office.

- 1st Violation – Warning (Phone held to end of day.)
- 2nd Violation – Phone taken up and held for (2) school days. Fee of \$15.00.
- 3rd Violation – Phone taken up and held for (3) school days. Fee of \$15.00.
- 4th Violation and thereafter – Phone taken up and held for (5) school days. Fee of \$15.00.

The student or parent may pick up the confiscated telecommunications device from the principal's office according to the above requirements.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 72 and policy FNF.]

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

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 77 and policy FNF.]

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

Instructional Use of Personal Telecommunications and other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional period for High School and during the instructional day for Elementary and Middle School. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual 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 form this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether 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 in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ['Before You Text' Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 52 and **Standardized Testing** on page 79.]

English Learners (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 79, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

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

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 82.]

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

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

In addition, the following provisions 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 an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the Individualized Education Program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.
- A student who is absent is not eligible to participate in any extracurricular activity unless approved by campus principal.

Standards of Behavior

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

National Honor Society

The Faculty Council has the ability to dismiss any member based on a behavior that is in violation with National Honor Society Code of Conduct per Article X, Sections 1-7.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: Class officers, Homecoming Court, National Honor Society, FCCLA, FFA, Band, and Athletics.

Fees (All Grade Levels)

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

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

- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. An application for permission must be made to the campus principal before the event. [For further information, see policies FJ and GE.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

Grade-Level Classification (Grades 9-12 Only)

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

Credits Earned	Classification
0-6	Grade 9 (Freshman)
7-12	Grade 10 (Sophomore)
13-18	Grade 11 (Junior)

Grading Guidelines (All Grade Levels)

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

[See **Report Cards/Progress Reports and Conferences** on page 72 for additional information on grading guidelines.]

The following grading scale is used by all campuses:

A = 90-100 B = 80-89 C = 75-79 D = 70-74 F (failing grade) = 0-69

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by stat law;
- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

Testing Requirements for Graduation

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

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

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

[See **Standardized Testing** on page 79 for more information.]

Foundation Graduation Program

Every Texas public school student will graduate under the Foundation Graduation Program. Within the Foundation Graduation Program features endorsements, which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript. A student can complete the Foundation Graduation Program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 54.

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

Graduating under the Foundation Graduation Program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's diploma and transcript. Performance acknowledgements are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB examination; on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgements are prescribed by state rules, and the school counselor can provide more information about these acknowledgements.

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

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

Credits Required

The Foundation Graduation Program requires completion of the following credits:

Course Area	Number of Credits Foundation Graduation Program	Number of Credits Foundation Graduation Program With an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies including Economics	3	4
Physical Education	1	1
Language other than English	2	2
Fine Arts	1	1
Electives	5	6
TOTAL	22 credits	26 credits

Additional considerations apply in some course areas, including:

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

Available Endorsements

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

- FAFSA or TASFA – Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).
- Science, Technology, Engineering, and Mathematics (STEM),
- Business and Industry,
- Public Services,

- Arts and Humanities, or
- Multidisciplinary Studies.
- A student is not required to complete and submit a FAFSA or TASFA if: The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out; a student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or A school counselor authorizes the student to opt out for good cause.

Personal Graduation Plans

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

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

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

Available Course Options for all Graduation Programs

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

Advanced and Honor Courses

Students **must maintain an 80%** average in Advanced/Honor courses. Students who do not maintain an 80 average will be removed from these courses and placed in a level course at the end of the first semester.

If any student ends the school year with less than an 80 average for any Advanced/Honor course, that student **will not be allowed to enroll** in Advanced/Honor courses the following school year.

Geometry and Algebra II

Any Algebra II student requesting to take Algebra II Honors must have an Algebra I EOC score of at least 4000.

Any 9th grade student requesting to take Geometry AND Algebra II simultaneously must meet one of the following requirements:

- Achieve "masters" level on the Algebra I EOC exam or
- Achieve a score of 350 on TSI **OR** 530 on the math portion of the SAT **OR** achieve scores of 19 on the math portion **and** a composite score of 23 on the ACT.

10th grade Geometry students will complete an Algebra II readiness assessment and must score at least a 40% in order to enroll in Algebra II their junior year.

Certificates of Coursework Completion

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 state-mandated tests required for graduation. The student will not be permitted to participate in Graduation Ceremonies.

Students with Disabilities

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

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

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

Graduation Activities

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on exit-level tests or end-of-course assessments will not be allowed to participate in graduation activities.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program (DAEP) at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities

Graduation Speakers

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

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

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 81.]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 50.]

Scholarships and Grants

Students who have a financial need according to federal criteria who complete the Foundation Graduation Program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

Hazing (All Grade Levels)

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

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

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 29, policies FFI and FNCC, and **Appendix** on page 92.]

Health – Physical and Mental

Illness (All Grade Levels)

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

A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19.

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

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

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

Immunization (All Grade Levels)

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

The immunizations required are:

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

The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted at **Bacterial Meningitis** on page 62, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

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

Lice (All Grade Levels)

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

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent/guardian to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.. Notice will also be provided to parents of elementary school students in the affected classroom without identifying the student with lice.

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

[See policy FFAA.]

Medicine At School (All Grade Levels)

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

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

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. Note: Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's Individualized Education Program (IEP) or Section 504 plan for a student with disabilities.

In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:

- In accordance with the guidelines developed with the district's medical advisor, and
- When the parent has previously provided written consent to emergency treatment on the district's form.

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

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings sunscreen to school and requests assistance

with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

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

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

In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:

- In accordance with the guidelines developed with the district's medical advisor; and
- When the parent has previously provided written consent to emergency treatment on the district's form.

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies** on page 63.

Steroids (Secondary Grade Levels Only)

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

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

Students 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 website at

<http://www.uiltexas.org/health/steroid-information>.

Mental Health Support (All Grade Levels)

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;

- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior intervention and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

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

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

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

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 11 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 37 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 64 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 64 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters.

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

Temporary Restriction from Participation in Physical Education

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

Please send all requests for PE excuses to the school nurse.

- Let the nurse know the nature of your child's illness or injury.
- Requests must come through the nurse's office even if the excuse is just for one day.
- A doctor's note is required if a student misses more than three days of PE.
- Students in casts, splints, slings and on crutches need a doctor's note to resume PE activities.

Physical Fitness Assessment (Grades 3-12)

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

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form and the results of this appraisal may prompt the district to require a physical examination.

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

See the UIL's explanation of sudden cardiac arrest for more information.

Spinal Screening Program

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

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

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

[See policy FFAA.]

Special Health Concerns (All grade levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website for information regarding meningitis

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

[See **Immunizations** on page 57 for more information.]

Diabetes

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

Food Allergies (All Grade Levels)

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

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

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's Food/Severe Allergy/Anaphylaxis Management Plan can be accessed via the district website, in each campus office, and is included at the end of this handbook in the form of an appendix. A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website.

[See policy FFAF and **Celebrations** on page 30 and **Appendix B** on page 96.]

Seizures (All Grade Levels)

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 23 and contact the school nurse for more information.]

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

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

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

First Offense: 3 days of Out of School Suspension; minimum 15 days DAEP; all offenses will result in a Class C Misdemeanor; fine up to \$500.00

Second Offense: 3 days Out of School Suspension; minimum 30 days DAEP; all offenses will result in a Class C Misdemeanor; fine up to \$500.00

Third Offense: 3 days Out of School Suspension; minimum 45 days DAEP; all offenses will result in a Class C Misdemeanor; fine up to \$500.00

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- The district full-time nurse and the counselors at 409/787-3371.
- The local public health authority, Jasper-Newton County Public Health District, Vicki Payne, at 409/384-6829.
- The local mental health authority, Burke Center, which may be contacted at Crisis phone line 800/392-8343, or Main phone line 936/639-1141.

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

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

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE

- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-Informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district’s strategies to improve student performance through evidence-based practices that address physical and mental health. The district has developed administrative procedures as necessary to implement the above policies and plans. Please contact the campus administrator for further information regarding these procedures and access to the District Improvement Plan.

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

During the preceding school year, the district’s School Health Advisory Council (SHAC) held meetings. Additional information regarding the district’s SHAC is available from the school nurse or the district website.

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 14 for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Hemphill ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact Cecily Bridges with questions about the content or implementation of the district’s wellness policy and plan.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus (All Grade Levels)

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

State rules require parental consent before any student is allowed to leave campus for any part of the school day.

For students in **elementary and middle school**, a parent or otherwise authorized adult must come to the office and show identification to sign the student out. **Unless the principal has a current court order signed by a judge, showing an official file stamp with the court, and indicating that a parent's right of access to and possession of his or her children has been limited in some way, the principal will release children to either parent.** Those authorized to pick up students **must be prepared to show identification.** Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. NOTE: For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

For students in **high school**, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

Any Other Time During the School Day

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

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

Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and **within the time specified by the teacher.** The teacher will determine the number of days allowed to make up work based on the number of days the student was absent. A student who does not make up assigned work **within the time allotted by the teacher will receive a grade of zero for the assignment.** [For further information, see policy EIAB(LOCAL).]

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 26.]

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

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, the core curriculum courses (English/Language Arts/Reading, Math, Science, and Social Studies) required for promotion to the next grade. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

Grades 9-12

A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence

course, distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Nondiscrimination (All Grade Levels)

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

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

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

The district has designated and authorized the superintendent as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment. Reports can be made at any time and by any person, including during non-business hours, by mail, phone or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL). For concerns regarding discrimination on the basis of disability, see the campus principal. For all other concerns regarding discrimination, see the superintendent.

[See policies FB, FFH, and GKD.]

Parent and Family Engagement (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 38.]
- 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 409-787-3371 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 72.]
- **Becoming a school volunteer.** [For further information, see policy at **GKG Volunteers** on page 88.]
- Participating in campus parent organizations. Parent organizations include: Athletic Booster and Band Booster.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact campus principal.]
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 65.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.] Board Meetings are on the third Thursday of each month in the district Board Room, unless otherwise noted, at 6 p.m. An agenda for a regular or special meeting is

posted no later than 72 hours before each meeting on the door of the administration office and online. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

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

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

Students will not be permitted to speed, double-park, park across a white or yellow line, park in a fire lane, or sit in parked cars during school hours.

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

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

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 15.]

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency in the subject matter of the course or grade level. In making promotion decisions, the district will consider teacher recommendation, grades, scores received on any criterion-referenced or state-mandated assessments, and any other necessary academic information as determined by the district.

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

Elementary and Middle/Junior High Grade Levels

In elementary and middle/junior high grade levels, students that fail to earn a minimum grade of 70 in two or more core subjects, will not be promoted to the next grade level. For those students that fail to

earn a minimum of 70 in only one core subject, summer school is available as a means for the student to earn a passing grade in that subject in order to move on to the next grade level.

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

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

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

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

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

[See **Standardized Testing** on page 79.]

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

Certain students—some with disabilities and some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, counselor, or special education director.

Parents of a student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will be notified that their child will participate in special instructional programs designed to improve performance. **The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.**

For a student in middle school who does not perform satisfactorily on his or her state-mandated examinations, a school official will prepare a Personal Graduation Plan (PGP). School officials will also develop a PGP for a middle school student who is determined by the district as not likely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the

counselor or principal and policy EIF(LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

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

High School Grade Levels

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See **Grade Classification** on page 51.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 52 and **Standardized Testing** on page 79.]

Release of Students from School

[See **Leaving Campus** on page 66.]

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

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher. [See **Working Together** on page 69 for how to schedule a conference.]

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

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

Remote Instruction

The district may offer remote instruction when authorized by TEA.

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

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, 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.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Occasionally, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

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

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security's Stop the Bleed and Stop the Bleed Texas websites.

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.)

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School-Closing Information

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

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

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

- Phone call-out system (please keep all phone numbers up to date)
- Remind 101
- Local television channels and radio stations
- Hemphill ISD website

[See **Communications-Automated, Emergency** on page 35 for more information.]

SAT, ACT, AND Other Standardized Tests

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year.

[See **Standardized Testing** on page 79.]

School Facilities

Asbestos Management Plan (All Grade Levels)

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

Food and Nutrition Services (All Grade Levels)

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

Cafeteria Charge Policy

All campuses implement the Community Eligibility Provision (CEP) under the National School Lunch and School Breakfast Programs. Schools that participate in CEP provide healthy breakfasts and lunches each day to ALL STUDENTS at NO CHARGE. Therefore, there will be no need for students to charge meals. There will be a snack bar available with additional items for sale. These items will only be available for sale with cash or available account balances (parents are encouraged to continually monitor their child's account balance.) **There will be no charging** of any items or meals in the cafeteria.

See the Cafeteria Manager, at 787-3371 ext. #2518 for information pertaining to child nutrition programs.

State and federal law, as well as board-adopted policies, defines when, where, and by whom competitive foods, which are foods not sold as part of the regular meal program, can be served or sold on school premises during the school day. [For more information, see policies CO(LEGAL) and FFA(LOCAL).]

Students will not be permitted to leave the school campus for lunch. All lunches will be eaten in the cafeteria. Students may bring their lunch from home to eat in the cafeteria.

Students assigned to ISS or DAEP may eat the Type A lunch or bring a lunch from home.

There will be no cutting in the cafeteria serving line. Exceptions: employees who are on duty.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus principal. [See policy FFA.]

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the

time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the maintenance director, the district's IPM coordinator, at 409/787-3371.

Conduct Before and After School (All Grade Levels)

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

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use Monday through Friday.

Use of Hallways During Class Time (All Grade Levels)

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

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:20 a.m.

- Cafeteria
- High School Foyer
- West entrance/drop off/pick up area of the Elementary School
- High School Library

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

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

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

Campus Parties (Elementary Grade Levels)

Hemphill Elementary School will have three class parties. The Christmas party will be the day the school is dismissed for Christmas Holidays, the second will be the week of Valentine's Day, and the third day will be Field Day.

School-sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from occasionally conduct searches.

District official may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted with discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicion less security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

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

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** on page 46 for more information.]

Trained Dogs (All Grade Levels)

The district will use trained dogs to screen for concealed prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

No other animals will be allowed on HISD campuses except for those assisting the disabled.

Drug-Testing (Secondary Grade Levels Only)

A licensed medical facility or third party administrator selected by the Superintendent and approved by the Board will conduct all testing for the presence of drugs in student urine or hair samples. The Superintendent is the program manager who will administer the program with the selected drug testing provider.

Substances specifically tested for will include substances that are illegal to buy, possess, use, sell, or distribute under state or federal law, including alcohol and prescription drugs. These substances include marijuana, cocaine, methaqualone, benzodiazepines, phencyclidine (PCP), methadone, barbiturates, propoxyphene, amphetamines, opiates and metabolites of any of these substances; and performance enhancing substances.

Samples will be taken under conditions that are no more intrusive to students than the conditions experienced in a public restroom. The Superintendent, in cooperation with the selected drug testing provider, will develop administrative regulations for collection and testing.

Any student who refuses to be tested during a semester or who tampers with, or assists others in tampering with, any sample will be removed from extracurricular activities.

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 60.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other

organizations. A student or parent with questions about these programs should contact the campus principal.

The Texas State Library and Archives Commission's Talking Book Program provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

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

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

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

TSI (Texas Success Initiative) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3-8

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

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP). [See **Promotion and Retention** on page 71 for additional information.]

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

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

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

STAAR End-Of-Course (EOC) assessments are administered for the following courses:

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

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

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. A student who does not achieve the minimum required score on any individual assessment will be required to retake that assessment.

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

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

[See **Graduation** on page 52 for additional information.]

Students in Foster Care (All Grade Levels)

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

Please contact Belinda Ancelot, who has been designated as the district’s foster care liaison, at Hemphill High School with any questions.

[See **Students in the Conservatorship of the State** on page 20 for more information.]

Students Who are Homeless (All Grade Levels)

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

For more information on services for homeless students, contact the district’s homeless education liaison, the high school principal, at 409-787-3371.

[See **Students Who Are Homeless** on page 21.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: football games, opening announcements and greetings. Students are eligible to introduce these events if they are members of the National Honor Society or Student Council.

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

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 52 for information related to student speakers at graduation ceremonies.]

Summer School (Elementary and Middle/Junior High Grade Levels)

Provided there is a need, HISD will offer an extended year program (summer school) for students in grades 1-8. The program is designed to assist students who may not meet requirements for promotion to the next grade level due to failing grades or excessive absences from school.

Tardies (All Grade Levels)

A student who is tardy to class will be assigned to detention. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

LATE ARRIVING/ HALL PASSES

CLASSES BEGIN:	7:50 am
TARDY BELL:	7:55 am
CLASSES END:	3:30 pm

Tardy Policy

Hemphill ISD provides bus transportation for all students daily. Students who do not use this transportation are still expected to arrive to school on time, ready to participate and learn. A student who arrives after the tardy bell has rung for class is considered tardy. Every three tardies will count as an unexcused absence. All students who are tardy must report to the office for a tardy slip.

Penalties Per Six Weeks or Semester per principal's discretion:

1 st Tardy	Warning
2 nd Tardy	1 Detention
3 rd Tardy	3 Detentions
4 th Tardy	5 Detentions
5 th Tardy	1 day ISS
6 th Tardy	3 days ISS

Subsequent tardiness may result in additional time in ISS or suspension from school. **It is the responsibility of students to secure tardy slips from the office.**

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Textbooks and other district-approved instructional materials 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. Electronic textbooks and technological equipment may also be provided to

students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher.

Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

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

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 20, **Bullying** on page 29, and **Students Who Have Learning Difficulties or Who Need Special Education or 504 Services** on page 22, for other transfer options.]

Transportation

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

1. Bus ride rules apply to all school-sponsored events.
2. Discipline will be the responsibility of the building principal and trip sponsor.
3. The bus must be returned clean from the trip.

Buses and Other School Vehicles

Hemphill Independent School District provides bus transportation to and from school for eligible students residing in the District. The State of Texas prescribes the conditions governing school bus operations and funds the service by allotting the District a given amount for eligible students transported. This service is provided at no cost to students.

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

The School District is pleased to provide transportation for its students and solicits your assistance in helping to create a safe, healthy operation. You may do so by reading the enclosed material and acknowledging receipt by completing the acknowledgment page at the beginning of the student handbook.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. If students miss the bus, transportation must be provided by the parents. Students may change buses, routes, or stops to accommodate temporary changes in baby-sitters or after school activities using the following procedure: In an emergency situation, parents may call the **Campus Office (409-787-3371)** before 1:30 pm (11:30 on Early Release days) to request a temporary change of bus or routes. This request must also be accompanied by a written note from the

parent and also by the campus administrator. We ask your cooperation with school personnel in developing proper behavior patterns for those pupils who ride buses.

If you should need information concerning bus routes and stops, call the transportation office at 409-787-2444. If you should need information concerning student misconduct on buses or wish to set up a conference with your bus driver you should contact the student's principal at:

High School	Marc Griffin	409-787-3371
Middle School	Jeremy McDaniel	409-787-3371
Elementary School	Monica Butler	409-787-3371

Change in Transportation

Please establish with your child/children before sending them to school their transportation for afternoon dismissal. Due to the excessive number of transportation changes, all transportation change requests have to be made before 1:30 p.m. (On early release days, transportation requests need to be made by 11:30 a.m.) Please remember that the safety of your child/children is our highest priority, but excessive early checkouts will put your child/children in violation of state compulsory attendance laws as stated on pages 24-26 of your student handbook.

Bus Rider's Safety Handbook

PARENTS AND BUS RIDERS

The goal of this section is to provide a safe and enjoyable experience for children and adults who ride the school buses. Parents should take time to read and discuss the materials in this handbook with their children. Riding a school bus is a privilege provided by the school district and should be treated as such.

GENERAL SAFETY RULES

- A. Obey the instructions of the bus driver. At no time will a student act toward or address comments to a bus driver in a disrespectful manner or refuse to cooperate with the driver.
- B. Board and leave the bus in an orderly manner at designated stops only.
- C. Only students who are eligible to ride may be transported and must ride their assigned bus.
- D. Do not ask to ride home on another bus with a friend. This will only be allowed in an emergency situation and must be pre-approved by a principal.
- E. It is the responsibility of the parent to provide transportation to school if a child misses the bus.
- F. Balloons or glass containers will not be allowed on the bus.

CONDUCT ON THE BUS

1. Remain seated while the bus is moving. ***STANDEES ARE AGAINST THE LAW.***
2. Do not change seats.
3. A student shall not refuse to sit in an assigned seat or deny another a place to sit.
4. Fasten their seat belts, if available.
5. Normal conversation is permitted; however, any loud noises may distract the driver and create an unsafe condition.
6. Scuffling, fighting, and the use of obscene, vulgar, or profane language and gestures are forbidden.
7. Keep feet, books, instrument cases, and other objects out of the aisle.
8. Do not put head, hands, arms, or legs out of the window, hold any object out of the window, or

- throw any objects inside or outside of the bus.
9. Do not mark, cut, scratch or deface any part of the bus or its equipment. Vandalism costs will be paid by the person who is responsible.
 10. The emergency door and exit controls should be used by pupils only during supervised drills or actual emergencies.
 11. Students shall never attempt to operate the passenger door or other driver controls except in cases of extreme emergencies.
 12. Students shall face forward for the duration of the trip, and shall keep their feet on the floor in front of them and out of the bus aisle.
 13. Due to safety reasons, fighting on the bus will result in 3 days of ISS plus 5 additional days off the bus.

PROCEDURES FOR WAITING FOR THE BUS

1. Be at your authorized stop five minutes before scheduled pick-up time. Driver will not wait or honk.
2. Stand on the sidewalk or back from the roadway while waiting for the bus.
3. When the bus approaches, form a line and be prepared to load immediately.
4. Stand clear of the bus until it comes to a complete stop.
5. If you miss the bus go home immediately.
6. Parents should instruct their children on what procedure to follow if the bus is missed.
7. Students will abide by the individual school's rules and regulations concerning bus students, including conduct and dress code.

LOADING THE BUS

1. Do not push or shove; enter the bus in an orderly manner.
2. Use the handrail and steps.
3. Go to your assigned seat. The bus will not move until all students are seated.

GETTING OFF THE BUS

1. Stay seated until the bus is completely stopped.
2. Use the handrail and take one step at a time when leaving the bus.
3. Wait for the driver's signal upon leaving the vehicle.
4. Wait for your turn to leave the bus; pushing and crowding will only slow exiting and may cause an accident.
5. You must have a signed note from the principal to get off the bus at a bus stop other than your own. The note must be given to the driver when boarding the bus.
6. Stay clear of the bus when the engine is started. Do not chase or hang on the bus at any time.
7. If any article drops or rolls near or under the bus, do not go after it. Go to the door of the bus and ask the driver for help.

CROSSING THE STREET OR HIGHWAY

1. All students on the left side of the roadway shall exit the bus and move to a point 10 to 12 feet in front of the right bumper and wait for the driver to signal you that it is safe to cross.
2. Check in both directions and walk directly across the road.
3. Never cross the road behind the bus.

4. **CAUTION!** Be alert for vehicles that do not stop when the bus is loading or unloading students.
5. Cross all streets at intersections. Obey all traffic signals and signs on your way home.

PROHIBITED ITEMS

1. Any tobacco or e-cigarette products.
2. Live animals and insects.
3. Glass containers.
4. Alcoholic beverages.
5. Weapons, explosive devices, harmful drugs or any chemical.
6. Any object (musical instrument or shop project) too large to be carried by the student. All other items brought on the bus must be held in the student's lap.
7. Lighted matches and cigarette lighters.
8. Food or drinks (no eating or drinking on the bus is permitted).
9. Radios, CD or tape players, cameras, etc.
10. Balloons, floral arrangements in glass/ceramic containers or that have glass/ceramic decorations in them, snack/candy gift baskets.

ACCIDENTS OR EMERGENCIES

1. Follow the driver's directions.
2. If you must leave the bus, stay in a group.
3. The following procedures will be used for evacuation in an emergency situation:
 - a. The students nearest the door will open the door and hold it open.
 - b. Leave the bus in a single file as quickly and quietly as possible.
 - c. Evacuation will start with the seat nearest the door.
 - d. Once outside the bus, follow the driver's instructions completely.

GUESTS

No guests are allowed due to the possible overcrowding of bus riders. This policy is due to the new state mandate for "No Standees". Arrangements for overnight guests will be parents' responsibilities. Only in case of emergency will this be allowed.

HANDICAPPED STUDENTS

A student with a disability may have their bus privileges taken away for violation of **Hemphill's Bus Rider's Safety Handbook** only if the ARD committee determines the misconduct is not related to the handicapping condition.

DISCIPLINE

The school bus is an extension of the classroom and discipline will be administered by the principal with assistance from the bus driver. All school board policies that apply to student conduct and other student related activities apply to the school bus.

STEPS AND CONSEQUENCES FOR IMPROPER CONDUCT ON THE SCHOOL BUS INCLUDE THE FOLLOWING:

- Step 1:** A bus conduct report will be written and forwarded to the building administrators. **Step 2** is explained to the student. The parent is notified by the principal by phone, letter, or both.
- Step 2:** A conduct report is written and forwarded to the building administrators. The student receives corporal punishment or is denied bus privileges for **one (1) day**. **Step 3** is explained to the student. The parent is notified by the principal by phone, letter, or both.
- Step 3:** A conduct report is written and forwarded to the building administrators. The student is denied bus privileges for **three (3) days**. **Step 4** is explained. The parent is notified by the principal by phone, letter, or both.
- Step 4:** A conduct report is written and forwarded to the building administrators. The student is denied bus privileges for **ten (10) days**. The parent is telephoned and a conduct report is sent home. A conference with a building administrator, the parent and the student must be held before bus privileges may be resumed.
- Step 5:** A conduct report is written and forwarded to the building administrators. The student is denied bus privileges for **twenty (20) days**. The parent is telephoned and the report is sent home. A conference with the transportation supervisor, a building administrator, the parent, and the student must be held before bus privileges may be resumed.
- Step 6:** A conduct report is written and forwarded to the building administrators. The student is denied bus privileges for the **remainder of the year**. The parent is telephoned and the report is sent home.

Should serious misconduct occur, a parent conference may be called at any time by the building administrator, transportation supervisor, or bus driver. The building administrator has the authority to skip steps for serious violation. If the note is not returned the next day signed by the parent, additional discipline will be administered. The building administrator will handle all bus discipline within two (2) days of receiving the notice in his/her office.

*****PARENT NOTE: In order for your child to resume riding the bus after suspension, the signed conduct report must be returned to the principal. When a child has been suspended please do not ask the bus driver to allow your child to ride before the suspension time has been completed. That permission can only come from the building administrator. Absence due to bus suspension is an unexcused absence. Unexcused absences will result in a zero for classwork missed.**

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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

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

[See EHBAF (LOCAL).]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. All visitors, volunteers or contractors must wear an ID tag while on campus. When arriving on campus, all visitors, volunteers or contractors will be asked to present a valid state issued ID that will be entered into the Raptor system. (The system has the ability to provide alerts on people who may jeopardize the safety of the campus.) The ID of the visitor, volunteer, or contractor will be held in the campus office and a visitor's pass will be issued from said identification. The visitor's pass will be surrendered to the office staff and the ID returned to that individual upon return to the campus office and once they have signed out to leave campus. Parents that come to pick up students from the clinic will follow these same procedures. Parents that come to pick up students prior to dismissal are also required to present a valid state issued ID and must remain in the front office or outside of the building while waiting for your child.

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

Parents who wish to see a teacher must make an appointment through the office or with the teacher. Parents waiting on students in the afternoon must wait outside the building.

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

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See also Student Code of Conduct.]

Visitors Participating in Special Programs for Students

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal for more information and to complete an application.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

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

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

Glossary

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

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

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

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

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for Disciplinary Alternative Education Program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

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

ESSA is the Every Student Succeeds Act.

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

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

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

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

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

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

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

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

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

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

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

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

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

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

TAC stands for the Texas Administrative Code.

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

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

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

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

APPENDIX A:

Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://pol.tasb.org/Policy/Code/1045?filter=FFI>. Below is the text of Hemphill ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

Policy FFI(LOCAL) adopted on 2/19/2012.

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

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

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

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

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

FALSE CLAIM

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

TIMELY REPORTING

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

REPORTING PROCEDURES

STUDENT REPORT

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

EMPLOYEE REPORT

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

REPORT FORMAT

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

PROHIBITED CONDUCT

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

INVESTIGATION OF REPORT

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

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

NOTICE TO PARENTS

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

DISTRICT ACTION

BULLYING

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

DISCIPLINE

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

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

CORRECTIVE ACTION

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

TRANSFERS

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

COUNSELING

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

IMPROPER CONDUCT

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

CONFIDENTIALITY

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

APPEAL

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

RECORDS RETENTION

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

ACCESS TO POLICY AND PROCEDURES

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

APPENDIX B:

Hemphill ISD Student Food/Severe Allergy/Anaphylaxis Management Plan

Hemphill ISD has developed a Food Allergy/Anaphylaxis Management Plan to provide a safe environment for students with food and severe allergies and to support parents/guardians regarding severe allergy management. Hemphill ISD recognizes the increasing prevalence of life-threatening allergies among school populations and that the risk for accidental exposure to allergens can be reduced in the school setting by working in cooperation with parents, students, and physicians to minimize risks and provide a safe educational environment for all students. Hemphill ISD's food/severe allergy management plan will be individualized to students who have known food/severe allergies and are at risk for anaphylaxis.

We are committed to:

- Providing a safe and healthy learning environment for students with food allergies.
- Reducing the likelihood of severe or potentially life-threatening allergic reactions.
- Promoting a rapid and effective response in the case of a severe or potentially life threatening allergic reaction.
- Protecting the rights of students with food and severe allergies to participate in all school activities.

This plan is designed to limit the risk posed to students with food/severe allergies and includes:

- Education and training for employees including awareness of signs and symptoms and implementing emergency responses.
- General strategies to reduce the risk of exposure.
- Implementing methods for requesting specific food/severe allergy information from parents/guardians of students with a diagnosed food/severe allergy.
- Annual review/update of this management plan.

Food/severe allergies can be life threatening. The risk of accidental exposure can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food/severe allergic students.

Family's responsibility:

- Notify the school of the child's food/severe allergies. As part of the registration process each year, parent/guardians will complete a Health Information Form disclosing food/severe allergy information to the school in order to enable the District to take necessary precautions for the student's safety. This form is available online and also at registration.

- If during the school year a student is diagnosed with a food/severe allergy, especially allergies that could result in dangerous, or possibly life-threatening reactions either by inhalation, ingestion, or skin contact, the parent/guardian will notify the school and/or school nurse.
- Collaborate with the principal and school nurse to develop a plan that accommodates the child's needs throughout the school including the classroom, in the cafeteria, during school-sponsored activities and on the school bus.
- Provide written medical documentation, instructions and medications as directed by a physician.
- Provide properly labeled medications and the completed Care Plans that includes physician directions for anaphylaxis medications. Parent will be responsible for replacing medications when expired.
- Educate the child in the self-management of their food/severe allergy including:
 1. Safe and unsafe foods/allergen
 2. Strategies for avoiding the allergen
 3. Symptoms of allergic reactions
 4. How and when to tell an adult they may be having an allergy-related problem
 5. How to read food labels (age appropriate)
 6. Emergency contact information (age appropriate)

School Responsibility:

- Follow applicable Federal laws including ADA, IDEA, Section 504, and FERPA as well as any state laws or district policies that apply to meet the student's needs.
- Review student's health record provided by parents/guardians and physicians and identify students with a history or at risk for anaphylaxis.
- Develop and implement an emergency care plan/allergy action plan or individualized healthcare plan (as appropriate) for individuals with food/severe allergy students.
- Assure that all staff has a basic understanding of food allergies, possible signs and symptoms and know what to do in an emergency.
- Train and review with staff (teachers, PE teachers/coaches, administrative staff, etc.) who regularly interact with specific students identified as at risk for anaphylaxis: signs and symptoms of allergic reaction, risk reduction procedures, emergency procedures, medication administration procedures (where medication is stored, procedure for administration, documentation), proper use of epinephrine auto-injector, review of 911 contact procedures.
- Encourage inclusion of students with food/severe allergies in all school activities
- Provide specific food/severe allergy student information to nutrition/dietary department which the parent/guardian and physician have supplied. Food service department will make food substitutions after receiving a completed medical statement from a physician for meal modifications submitted by parent/guardian. Food service must make substitutions as prescribed by a physician if the food allergy is severe enough to result in a life-threatening (anaphylactic) reaction. Upon request, Food service will make food labels and ingredient lists

and menus available to parents/guardians of students with identified life-threatening anaphylactic food allergies.

- Food service employees will be provided training regarding safe food preparation practices to protect students with food allergies.
- Collaborate and plan with students, parents, physicians and employees to define risks and take appropriate action for field trips, classroom parties and possible allergens in educational tools (arts and craft projects, etc.).
- Following an anaphylaxis event nurse will complete post event documentation and review policies and prevention plans. After the review any changes needed will be completed on the management plan.

Student's Responsibility:

- Should not share or trade food with others.
- Should not eat anything with unknown ingredients or known to contain any potential allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat or are exposed to something they believe may contain a food/substance which they are allergic to.

School Nurse Responsibility:

- Identify Students with food/severe allergies from health information forms completed and provided by parents/guardians.
- Collaborate with parents/guardians to obtain health history information, physician orders, medications ordered and contact information.
- Collaborate with the student on emergency plan in place, location of medication, signs and symptoms of reaction, notification of reaction to adults, prevention strategies.
- Create Emergency Care plans/Allergy Management plans or individual healthcare plans as appropriate.
- Notify appropriate school staff with a need to know of a specific student's condition, signs and symptoms, medical management plans and emergency medical plans.
- Provide specific food/severe allergy student information to nutrition/dietary department which the parent/guardian and physician have supplied.
- Collaborate and plan with students, parents, physicians and employees to define risks and take appropriate action for field trips, classroom parties and possible allergens in educational tools (arts and craft projects, etc.).
- Follow emergency care plans, allergy management plans and individual healthcare plans providing medical care to a student having an emergency/anaphylactic reaction.
- Following an anaphylaxis event nurse will complete post event documentation and review policies and prevention plans. After the review any changes needed will be completed on the management plan.

PLEASE NOTE THAT IT IS THE SOLE RESPONSIBILITY OF PARENTS/GUARDIANS TO PROVIDE MEDICATIONS FOR FOOD/SEVERE ALLERGIES INCLUDING BUT NOT LIMITED TO, EPINEPHRINE AUTO-INJECTORS, ANTIHISTAMINE. THESE MEDICATIONS ARE NOT STOCKED BY HEMPHILL ISD.

NON-COOPERATION BY PARENTS/GUARDIANS (NOT SUPPLYING MEDICATION OR PROVIDING COMPLETED PHYSICIAN ORDERS AND/OR PARENT PERMISSION FORMS) If the parent/guardian of a student with a known or suspected food allergy or other life-threatening allergy fails or refuses to cooperate by not supplying appropriate medication and/or completed forms to the school nurse clinic, the school shall implement a simple Emergency Plan stating to call 911 immediately upon recognition of symptoms.

Emergency Response:

In the event of an emergency, response measures outlined in a student's Emergency Care Plan/Allergy Management or Individual HealthCare Plan will be followed. If epinephrine is injected in response to an allergic reaction, 911 will be called. In the event of an episode of anaphylaxis, the principal/school administrator or school nurse shall verbally notify the student's parent/guardian as soon as possible, or delegate other school personnel to notify them. Following the episode, the school nurse shall complete a written report and file it with the student's health record.

Evaluation and Review:

This Management plan shall be reviewed and updated on a regular basis and made available on the district website and/or student handbook. A Copy of this plan is also available in each campus office.

REQUIRED FORMS TO BE COMPLETED AND RETURNED TO STUDENT'S SCHOOL

Parental Acknowledgment Form

My child and I have received a copy of the:

1. Hemphill ISD Student Handbook
2. Bus Rider's Safety Handbook (pgs. 84-87 of the Student Handbook)
3. Student Code of Conduct for 2021-2022

We understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If my child or I have any questions regarding this handbook or the Code, we should direct those questions to the principal at 409-787-3371. The Student Handbook and the Student Code of Conduct can be accessed at www.hemphillisd.net.

Printed name of student: _____

Signature of student: _____

Signature of parent/guardian: _____

Date: _____

Grade Level _____

Please sign and date this page, remove it from the handbook, and return it to the student's school.

Student Directory Information and Release of Student Information Form

Hemphill ISD has designated the following information as directory information. By choosing “do not give” below you are requesting that your child’s name and photograph not be placed in the yearbook, honor roll, perfect attendance, website, newspapers, athletic programs, etc.:

- Student’s name/Parent’s or Guardian’s name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team
- Enrollment status
- Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records
- Student art work and special projects

Directory information identified only for limited school-sponsored purposes remains otherwise confidential and will not be released to the public without the consent of the parent or eligible student.

Parent: Please check one of the choices below:

I, parent/guardian of _____ (student’s name)

Do Give

Do Not Give

Hemphill ISD permission to use the information in the above list for the specified school-sponsored purposes.

Parent signature _____ Date _____

**Parent's Objection to the Release of Student Information to
Military Recruiters and Institutions of Higher Education
(Secondary Grades Only)**

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent. [See **Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education** on page 11 for more information.]

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

I, parent or guardian of _____ (student's name), request that the district **not** release my child's name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.

Parent/guardian signature _____ Date _____

Hemphill ISD Title I Program School-Parent Compact 2021-2022

The Hemphill Independent School District and the parents of students participating in activities, services, and programs funded by Title I, Part A of the *Elementary and Secondary Education Act* agree that this compact outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children meet or exceed the high standards of our world today. This School-Parent Compact is in effect for the 2021-2022 school year.

School Responsibilities:

We, as the faculty and staff of Hemphill ISD, will:

- Provide high-quality curriculum and instruction delivered by certified highly qualified staff in a supportive and effective learning environment that enables the participating children to meet the state's achievement standards.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with reasonable access to classroom teachers, Title I teachers, and administrators.
- Communicate and work with families to support student's learning.

Classroom Teacher Signature

Title I Teacher Signature

Parent Responsibilities:

I, as a parent, will support my child's learning in the following ways:

- Value and support my child's attendance at school.
- Ensure that homework is completed.
- Promote positive use of my child's extracurricular time.
- Participate in parent groups that support the district's curricular needs such as Title I meetings, PTA meetings, etc.
- Stay informed about my child's education and communicate with the school.

Parent Signature

Student Responsibilities:

I, as a student, will share the responsibility to improve my academic achievement and meet the state's high standards in the following ways:

- Cooperate with my teachers in school and be responsible for my behavior.
- Complete all of my homework assignments on time. Participate to the best of my ability in all of my classes.
- Read independently or with my family on a regular basis.
- Let my teachers and family know when I need help.

Student Signature