

HEMPHILL I.S.D.

Student Handbook
2024-2025



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 14, 2024.

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.]

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PREFACE

To Students and Parents:

Welcome to the school year 2024-2025! 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 at each campus office.

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 113-116:**

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;
5. Corporal Punishment.

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.

The policy manual includes:

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

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

Name: Stephen English
Title: Superintendent
Mailing address: P.O. Box 1950, Hemphill, TX 75948
Email address: Stephen.english@hemphillisd.net
Phone#: 409-787-3371

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgement Form or Acknowledgement of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities, and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 16 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 17 for more information.]

Accessibility

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

High School

Name: Jeremy McDaniel
Title: Principal
Mailing address: P.O. Box 1950, Hemphill, TX 75948
Email address: jeremy.mcdaniel@hemphillisd.net

Middle School

Name: Lane Cook
Title: Principal
Mailing address: P.O. Box 1950, Hemphill, TX 75948
Email address: lane.cook@hemphillisd.net

Elementary School

Name: Stephanie Harkness
Title: Principal
Mailing address: P.O. Box 1950, Hemphill, TX 75948
Email address: stephanie.harkness@hemphillisd.net

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 Conduct a Psychological Evaluation

Annual Notification

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

For further information, see the district's human sexuality instruction website at <https://www.hemphillisd.net>

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 42 and FNG(LOCAL).

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

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

[See Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 13]

Consent Before Human Sexuality Instruction

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

Opting Out of Human Sexuality Instruction

To remove your student from human sexuality instruction, please contact the campus principal.

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

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

Annual Notification

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

For further information, see the district's abuse prevention instruction website at www.hemphillisd.net.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See Complaints and Concerns (All Grade Levels) on page 41 and FNG for information on the grievance and appeals process.

[See Consent to Human Sexuality Instruction on page 18; Dating Violence on page 47; and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children on page 36]

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 curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and assessing available student accommodations provided on campus.

The mental health liaison can be reached at:

Grades Pre-K – 7

Name:	Heather Moody
Title:	School Counselor
Mailing address:	P.O. Box 1950, Hemphill, TX 75948
Email address:	heather.moody@hemphillisd.net
Phone number:	409-787-3371

Grades 8-12

Name: Belinda Ancelot
Title: School Counselor
Mailing address: P.O. Box 1950, Hemphill, TX 75948
Email address: belinda.ancelot@hemphillisd.net
Phone number: 409-787-3371

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 participate in the district's [Parenting and Paternity Awareness Program](https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum) (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into the 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 when the recording is to be used for:

- School safety;
- Classroom instruction or a co-curricular or extracurricular activity; or
- Media coverage of the school.
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any 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 99 for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

Opting Out of Advanced Mathematics in Grades 6-8

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

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

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 include their immediate supervisor and the student's parent as recipients on all text messages.

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.]

Option 2: If the district has not separated its directory information list at FL(LOCAL) and uses the sample Required Forms for Districts with One Directory Information List.

Also see the information at **Authorized Inspection and Use of Student Records** on page 20.

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 may 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.

The ED provides extensive information about the [Protection of Pupil Rights Amendment](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>).

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 84 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. Your child must also 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.

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

For questions about school-provided tutoring programs, contact the student's teacher and see 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, Instructional 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. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends.

However, tests that have not yet been administered will not be made available for parent examination.

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.

District Review of Instructional Materials

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

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. [See 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, including:

- 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
- 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 16, 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.
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements at <https://studentprivacy.ed.gov/file-a-complaint> .
- 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 control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- Enrolls in a postsecondary institution

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

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

- **When 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 16 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 custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information 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, the Board of Trustees, determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See Finality of Grades at FNG(LLEGAL), **Report Cards/Progress Reports and Conferences** on page 82, and **Complaints and Concerns** on page 42 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

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

The board may transfer a student who has engaged in bullying to another classroom.

Transportation is not provided for a transfer to another campus. See the superintendent 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)

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

A student 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.

If you have questions, please contact the district's foster care liaison:

Name:	Heather Moody
Title:	Counselor
School:	Hemphill ISD (Grades Pre-K – 7 th)
Email Address:	heather.moody@hemphillisd.net
Contact Number:	409-787-3371

[See also **Credit by Examination for Advancement/Acceleration** on page 46, **Course Credit** on page 46, and **Students in Foster Care** on page 93 for more information.]

A Student Who Is Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families

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-half course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

For more information on services for students who are homeless, contact the district’s homeless education liaison:

Name:	Belinda Ancelot
Title:	Counselor
School:	Hemphill ISD (Grades 8-12)
Email Address:	belinda.ancelot@hemphillisd.net
Contact Number:	409-787-3371

[See also **Credit by Examination for Advancement/Acceleration** on page 46, **Course Credit** on page 45, and **Homeless Students** on page 93 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.

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

Name:	Cassy Whitsitt
Title:	Director of Special Education
School:	Hemphill ISD
Email Address:	cassy.whitsitt@hemphillisd.net
Phone Number:	409-787-3371

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 28.]

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 \(https://fw.escapps.net/Display_Portal?destination=/\)](https://fw.escapps.net/Display_Portal?destination=/)
- [Special Education Information Center \(https://www.spedtx.org/\)](https://www.spedtx.org/)

- [Texas Project First \(http://www.texasprojectfirst.org/\)](http://www.texasprojectfirst.org/)
- [Partners Resource Network \(https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources\)](https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources)

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. This notice is not intended for those students already enrolled in a special education program.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

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 26 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 are discussed below.—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, as long as the student makes up all work, for the following activities and events:

- Religious holy days;
- Required court appearances;
- Appearing at a governmental office relate to obtain United States citizenship;
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services
- 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 24 for that section.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices** on page 91.

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.

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

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.

Name:	Scott Dyer
Title:	District Police Chief
Email:	scott.dyer@hemphillisd.net
Phone Number:	409-787-3371 ext 2490

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.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance - Exemptions** and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student’s parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

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)

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

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 using any electronic communication device, including 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.

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

Students in elementary grades will participate in:

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

Student in secondary grades will participate in:

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

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

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

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. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. 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 meet the definition of bullying.

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

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

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

Upon 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 24.]

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 24, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47, **Hazing** on page 66, 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:

- Agriculture Technology & Mechanical Systems
- Business Management
- Animal Science
- Family & Community Services

Admission to these programs is based on enrollment in that particular program of study.

The district offers other work-based programs in the following areas:

- Business & Industry
- Public Service

Admission and enrollment to these programs is based on enrollment in a program of study, take the career preparation course, and employed with a minimum of 15 hours weekly.

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, and provides equal access to the Boy Scouts and other designated you groups 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 79 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. 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 72.]

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, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at policy FFG [www.hemphillisd.net]. Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical Abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss.

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and Warning Signs of Trafficking

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

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, some traffickers contact victims online. Possible warning signs of sexual trafficking in children include:

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

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;
- Owing 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 Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

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

If your child is a victim of abuse, neglect, 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 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](#)

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

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 \(http://www.childwelfare.gov/pubPDFs/whatiscan.pdf\)](http://www.childwelfare.gov/pubPDFs/whatiscan.pdf)
- [KidsHealth, For Parents, Child Abuse \(https://kidshealth.org/en/parents/child-abuse.html\)](https://kidshealth.org/en/parents/child-abuse.html)
- [Office of the Texas Governor’s Child Sex Trafficking Team \(https://gov.texas.gov/organization/cjd/childsextrafficking\)](https://gov.texas.gov/organization/cjd/childsextrafficking)
- [Human Trafficking of School-aged Children \(https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children\)](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault https://taasa.org/product/child-sexual-abuse-parental-guide/](https://taasa.org/product/child-sexual-abuse-parental-guide/)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking https://safesupportivelearning.ed.gov/human-trafficking-americas-schools](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

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

Class ranking will be determined on the basis of a weighted numeric grade average. Approved dual credit Angelina College online and / or in house, summer school classes included, will be computed as part of the weighted numeric grade average(beginning with the 2023-2024 school year and the graduating class of 2025). The determination of class rank will be made at the end of the fifth six weeks of the student’s senior year. The weighted numeric grade 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 numeric grade average of 90 or better. The top two students will be Valedictorian and Salutatorian. Students with a weighted numeric grade average of 96 or above will be Magna Cum Laude. Students with a weighted GPA of 90-95.999 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. Students 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.

HISD will use the following weighted graded system to determine class rankings, beginning with the Junior class of the 2023-2024 school year:

Group 1 - *Dual Credit classes(in-house and online) - will receive 10 points extra per semester

Group 2 - Honors classes - these classes will receive 5 points extra per semester

Group 3 - Regular classes - No Extra points

*Students have the option to take one College Study class on campus each semester, when enrolled in online College Dual Credit Courses . This class allows the student to have additional time for the online coursework requirements. However, the College Study class alone is not a graded course. All dual credit courses, (online and in-house) are creditable high school degree plan courses, will receive 10 extra points per semester, and will be calculated in the students GPA, regardless of being enrolled in the College Study class.

Beginning with the 2023-2024 school year, Middle School students who take High School Credit Courses will receive High School Credit and the course grade will count toward the High School numeric grade average.

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)

HISD will pay up to two dual credit classes per semester, excluding summer semesters. Students will be responsible for the cost of and/or textbooks required for all dual credit courses.

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 meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Graduation Program on page 60; 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.

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

The University of Texas at Austin may limit the number of automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2024 term through the spring 2025 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. The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program and The Texas First Scholarship Program and the Future Texas Teacher's Scholarship Program. 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 39 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 60 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 24 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 10–12 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.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the High School Counselor for more information.

For dual credit purposes, 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 83 for information regarding contact with parents during an emergency situation.]

Non Emergency

Your child's school will request that you provide contact information, such as your phone number and email 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 83 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. A parent who does not want corporal punishment administered to his or her child must return the form included in the forms packet **OR** submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.
8. 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 grounds 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 70, and **Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 36.]

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 meets all the following requirements:

- 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
- The student's parent gives written approval of the grade advancement.

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board

- A scaled score of 50 or higher on an examination administered through the CLEP
- 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.

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact campus counselors for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination or harassment, including dating violence, is prohibited.

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 parents. [See the FFH series of policies and FFH (Exhibit) for other appropriate district officials to whom to make a report.]

Upon receiving a report of prohibited conduct as defined by the FFH series of policies, 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 the FFH series of policies.

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 47.]

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 an accredited 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 57] 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 non-curricular-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 and minimize safety hazards. 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 the 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 violations 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 and **must not be shorter than mid thigh area**. All shorts, skorts, culottes, overall shorts or any other item with an inseam **must not be shorter than mid thigh**. **Jeans/Pants with any holes above mid thigh 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 that are above mid thigh.** (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 clothing must be modest and decent. Shirts must be hemmed at the edge and may not be frayed. Boys must wear shirts with sleeves. Girls may wear sleeveless shirts as long as the strap is 3 inches wide. (Dress code for elementary students may be altered by the elementary principal.)

Pajamas, 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, and jeggings must be worn with appropriate length shirts/tops that cover the student's front private area and rear end. 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 innuendos, either during school hours or at school sponsored activities. Racially related symbols, emblems, pictures, words, slogans, or flags are not permitted. **Inappropriate and/or offensive tattoos must be covered at all times during the school day and/or extracurricular practice or event.** No stickers or body decoration are allowed unless approved by the principal for events such as pep rallies and theater 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.

It is prohibited to dye or color hair in hues that do not occur in natural hair 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.

Neatly groomed facial hair, such as mustaches, beards, or goatees, are allowed for high school students. No facial hair for middle school or elementary students.

Girls may have visible piercings in the ear. Girls may have a single small stud(bridges, bars, hoops not allowed) nose piercing(HS Girls Only). 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 a 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.

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose.
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Testing and Standardized Testing.]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological Evaluation.]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concerns about student use of electronic devices, please contact the campus principal.

[See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (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. Cell phones, smart watches, wired and wireless earbuds, and other electronic devices are not to be used by students in the classroom, hallway, or restrooms. **Cell phones that are visible or heard during unapproved times 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 students must have cell phones off and stored in their backpack from the time you arrive on campus until you leave. Middle school students must turn off cell phones and store in their backpack no later than 7:50 am. High school students must turn off cell phones and store in backpacks no later than 7:50 am, but may use them during lunch time. If students video or send any inappropriate social media messages about a student, the student's cell phone privileges will be subject to suspension for up to the remainder of the school year.**

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 and Investigations** on page 88 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 88 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 accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor

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 60 and **Standardized Testing** on page 90.]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student 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 74, may be administered to an emergent bilingual student 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 an emergent bilingual student who qualify for services.

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

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

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships 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 95.]

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 a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.
- A student who is enrolled in a state-approved course that requires demonstration of the mastery of essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.
- A student who is enrolled in a state-approved music course that participates in UIL Concert and Sight-reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.
- 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 max fee of \$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.

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)
7-13	Grade 10 (Sophomore)
14-20	Grade 11 (Junior)
21+	Grade 12 (Senior)

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.
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination.

[See **Report Cards/Progress Reports and Conferences** on page 85 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

Secondary Grade Levels (7 - 12) only:

Six Weeks Grades will be determined as follows:

Daily/Homework 50%; Major Grades(tests, projects, labs, etc) 50%

Advanced, Dual Credit, and Honors classes may vary.

Semester Grades will be determined as follows:

1st Six Weeks - 28%; 2nd Six Weeks - 28%; 3rd Six Weeks 28% ;
Semester Exam 15%

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- 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 90 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 62.

State law generally prohibits a student from graduating solely under the Foundation Graduation Program without an endorsement. However, after the student’s sophomore year, the student and student’s parents may request that the student graduate without an endorsement. The district will advise the student and the student’s parents of the specific benefits of graduating with an endorsement. The student and the student’s parent must then 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 Distinguished Graduation Program With an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies including Economics / Government	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.

- Financial Aid Application Requirement (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 parents. 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.

Early Graduation Application/Requirements

1. Students must have an accelerated graduation plan in place, no later than July 31st, prior to their Junior year.
2. At Risk/College/And or Career Qualification: Students who are needing to start a college program, or job that requires a deadline to be met before the students anticipated graduation date. Students are considered or deemed at risk by school administration due to the student's home, previous or current academic situation, or work situation.
 - At risk, college, career qualification will be addressed in their early graduation committee meeting by administration.
3. Students may participate in the graduation ceremony but will not take the place of another student ranked in the top 10.
4. To be eligible to participate in the ceremony, early graduates must be in compliance with the student code of conduct, attendance, and graduation requirements.
5. Violations of the code of conduct, graduation requirements for graduation, or requirements for the graduation ceremony will result in the student no longer being able to attend the graduation ceremony.
6. Students must attend graduation practice and adhere to the dress code and rules for graduation.
7. It is the students responsibility to contact the school for information regarding ordering caps and gowns, time of events, rules to follow, and any other questions you may have.
8. Students may not be eligible for any other senior activities, depending on graduation plan. These activities include but are not limited to: senior trips, senior pep rally, senior luncheon, awards programs, banquets, Grad night.
9. Early graduates may not be valedictorian, salutatorian, or Mr./ Miss HHS.

10. Of students who graduate early, only the students who plan to attend college will be eligible to receive scholarships. Proof of college enrollment will be required.
11. All graduation requirements must be completed for early graduation and other school business taken care of to be eligible for participation in graduation by the date outlined in this plan.

Early Graduation Committee Consent Form

I have read the above information, and I am aware of what I can participate in. I understand that it is my responsibility to contact the school for information regarding any questions I may have. The school is not responsible for contacting me about upcoming events and deadlines.

The counselor will check the following before graduation date. I understand that each of the following items must be completed to be eligible for graduation.

- _____ Completed Distinguished Graduation Plan
- _____ Completed Foundation Graduation Plan(for approved at risk/sped students)
- _____ Chromebook and other school items turned In
- _____ EOC Requirements met
- _____ Graduation Placement Committee Approval, if needed
- _____ CPR Training Completed
- _____ FAFSA/TASFA
- _____ CCMR Requirement Met
- _____ Cap and Gown Ordered

Early Graduation of Special Education Students: Communication with director and cleared for graduation. _____(Date of Contact)

Parental Consent:

I understand the information listed above. I also understand that my child must complete all graduation coursework by the end of the school day _____ to be eligible for early graduation on _____.

Date: _____

- _____ Parent
- _____ Parent
- _____ Student
- _____ Counselor
- _____ Administrator
- _____ Administrator

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.

Honors Course Qualifications:

Algebra I H - Score Master or above on 8th grade STAAR test or a final “A” average.
Algebra II H – Score Masters or above on Algebra I EOC or a final “A” average in Algebra I.
Geometry H – Score Masters or above on Algebra I EOC or a final “A” in Algebra I.
English I H - Score Masters or above on English 8th grade STAAR test or a final “A” average.
English II H –Score Masters or above on English I EOC test or a final “A” average in English I.
English III H - Score Masters on English II EOC test or a final “A” average in English II.
Spanish II H - Teacher recommendation.
Spanish III H - Teacher recommendation.
Spanish IV H - Teacher recommendation.
Business Information Management II -Teacher Recommendation and completion on BUSIM I.

Other ways to be eligible for an Honors/Advanced Course:

TSI 2.0 score of ELAR: 950, Essay 5-8 (Regarding English)

TSI 2.0 score of Math 950 (Regarding Algebra)

PSAT EBRW score 460 ---- Math 510 (Taken Sophomore year)

ACT English and Reading score: 40 ---- Math score 22

SAT EBRW score of 480 ---- Math score 530

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 94.]

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 58.]

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, 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 46.]

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, superintendent, or law enforcement official

[See **Bullying** on page 33, policies FFI and FNCC, and **Appendix** on page 105.]

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.

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
- Haemophilus influenzae type b (HIB)
- Pneumococcal Conjugate vaccine (PCV)

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 wellbeing 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.

[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 through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones.

The district may require or recommend that students be removed from school because of lice or nits.

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](#) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and from the Centers for Disease Control and Preventions website [Head Lice Information for Parents](#) (<https://www.cdc.gov/parasites/lice/head/parents.html>)

[See policy FFAA for more information.]

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. All medications to be given at school, prescription and nonprescription, will need a physician's order.

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 and a physician's order.
- 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 and a physician's order. 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. A physician's order would be required

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.

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

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

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 72.

Unassigned Opioid Antagonists (All Grade Levels)

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained (*school personnel and/or school volunteers*) at each

campus to administer an opioid antagonist such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

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

Steroids (Secondary Grade Levels Only)

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

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

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.uil texas.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 13 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 45 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 74 for campus and community mental and physical health resources; and

- **Policies and Procedures that Promote Student Physical and Mental Health** on page 74 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 by contacting Athletic Director: Brandon Layne

E-mail: brandon.layne@hemphillisd.net

Phone #: 409-787-3371

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 [www.hemphillisd.net].

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 67 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 breathing, eating, or touching 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 36 and **Appendix B** on page 109.]

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. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](#) <https://tea.texas.gov/academics/tea-seizure-management-form.pdf> developed by the Texas Education Agency.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 28 and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

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. With limited exceptions for medication, [see **Medicine at School (All Grade Levels)**] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco 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 Complaint; 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 Complaint; 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 Complaint; 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 at the central administration office and online at hemphillisd.net.

- 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: the FFH series of policies
- 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 4 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 18 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 person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

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

Notification of Law Violations

The district is required by state law to notify:

- 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)

Student attendance is crucial. 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.

Parental consent is required 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, the parent must submit a note to the main office at least two hours prior to the student's needs 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.

During Lunch

Hemphill ISD is a closed-campus district during lunch.

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. With limited exceptions all absences count for the 90 percent threshold set in state laws regarding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 31.]

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 and prohibits sex discrimination 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 U.S. Department of Education's Office for Civil Rights, 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's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at hemphillisd.net.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual

harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment.

Name: Stephen English
Title: Superintendent
Address: 1000 Milam Street
Hemphill, Texas 75948
Number: 409-787-3371
Email: stephen.english@hemphillisd.net

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 45.]
- 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 82.]

- **Becoming a school volunteer.** [For further information, see policy at **GKG Volunteers** on page 10.]
- 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:
 - Name: Stephen English
 - Title: Superintendent
 - Mailing address: P.O. Box 1950, Hemphill, TX 75948
 - Email address: stephen.english@hemphillisd.net
 - Phone: 409-787-3371
- 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 74.]
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contact school officials if you are concerned with your child’s emotional or mental well being.
- Attending board meetings to learn more about district operations. [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 19.]

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 school activities. 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.

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.

A parent may request in writing that a student repeat Pre-kindergarten or Kindergarten-Grade 3. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

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 90.]

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 may be required to 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.

Repeating Pre-Kindergarten or Kindergarten-Grade 8 at Parent Request

A parent may request in writing that a student repeat kindergarten, or any grade in 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans** on page 62.]

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 59.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 60 and **Standardized Testing** on page 90.]

Repeating a High-School Credit Course

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

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

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

Release of Students from School

[See **Leaving Campus** on page 76.]

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 79 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 59.]

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 47.]

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.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to 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. A student may make anonymous reports about safety concerns by submitting an on-line report at www.hemphillisd.net.
- 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 offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information see:

- [Homeland Security's Stop the Bleed \(https://www.dhs.gov/stopthebleed\)](https://www.dhs.gov/stopthebleed)
- [Stop the Bleed Texas \(https://stopthebleed.org/\)](https://stopthebleed.org/)

Emergency Medical Treatment and Information

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

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all the following requirements are met:

- 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 cannot 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 if the district needs to notify parents of early dismissal, 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 43 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 90.]

Schedule Changes (Middle/Junior High and High School Levels)

Follow campus procedure for schedule change.

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:

Name: Danny Davis
Email: danny.davis@hemphillisd.net
Phone #: 409-787-3371

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.

The following information is published as required by the USDA for participation in the National School Lunch Program:

“In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

“Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202)720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800)877-8339.

“To file a program discrimination complaint, A Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866)632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. Fax: (833)256-1665 or (202)690-7442; or
3. Email: Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture \(https://www.texasagriculture.gov/Home/Contact-Us\)](https://www.texasagriculture.gov/Home/Contact-Us), which can be reached at (800)TELL-TDA (835-5832) or (800)735-2989 (TTY).

The local agency that administers the program is the district. See Nondiscrimination Statement on page 139 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies 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 must follow 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 during normal school hours.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus principal and their child's teacher about special considerations regarding library materials self-selected by their student.

A parent who wants to access the school's library or any available online catalog should submit a request to the principal.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian. A district employee or parent may request the reconsideration of a library material by contacting the campus librarian or another administrator or by submitting a reconsideration of library material request on a form available in the Administrative Office.

For more information, see EFB(LOCAL)

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
- Athletic Complex

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 Non Curriculum-Related Groups (Secondary Grade Levels)

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

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

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 and Investigations

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 occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Law Enforcements Agencies (All Grade Levels).**]

District officials 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 may 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 53 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 70.]

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 47.]

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, Emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. 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 qualify 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 first year 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.

Personal Graduation Plans - Middle School Students

For a Middle School student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a Middle School student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals;
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See the school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** on page 62 for information related to the development of personal graduation plans for high school students.]

Required State Assessments

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 81 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.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

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 62 for additional information.]

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation on page 94.] STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

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 24 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 93.]

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 60 for information related to student speakers at graduation ceremonies.]

Summer School (All Grade Levels)

Provided there is a need, HISD will offer an extended year program (summer school) for students in grades 1-12. 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: 7:45 am

TARDY BELL: 7:50 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 at school on time, ready to participate and learn. A student who arrives after the tardy bell has rung for class is considered tardy. All students who are tardy must report to the office for a tardy slip.

Penalties Per Six Weeks or Principal's Discretion:

1st Tardy	Warning
2nd Tardy	1 Detention
3rd Tardy	3 Detentions
4th Tardy	5 Detentions
5th Tardy	1 day ISS
6th 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 9, Bullying on page 33, and Students Who Have Learning Difficulties or Who Need Special Education or 504 Services on page 26, 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.

4. Bus ride rules apply to all school-sponsored events.
5. Discipline will be the responsibility of the building principal and trip sponsor.
6. 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 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	Jeremy McDaniel	409-787-3371
Middle School	Lane Cook	409-787-3371
Elementary School	Stephanie Harkness	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 page 30 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, contact 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:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

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 their 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.

Career Day

On College Fair Day or Senior Symposium, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

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 either of the following applies:

- 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.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

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

Emergent Bilingual Student refers to a student of limited English proficiency. Other related terms include English Learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are 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.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

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 emergent bilingual students 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, parents/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. Parents 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 have 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. 96-99 of the Student Handbook)
3. Student Code of Conduct for 2024-2025

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 artwork 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 requesters without prior written consent. [See **Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education** on page 16 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 2024-2025

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 2024-2025 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

Student Signature