

**Hamlin Collegiate Independent School District**

**Student Handbook**

**2022-2023**



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## **PREFACE**

To Students and Parents:

Welcome to school year 2022-2023! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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

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

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

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

Both students and parents should become familiar with the Hamlin ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at <http://www.hamlin.esc14.net/> and is available in hard copy upon request.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

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

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

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

If you or your child has questions about any of the material in this handbook, please contact a teacher, the school counselor, or the principal.

Your child's school will request that you provide contact information, such as your current phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communication, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. Please see **Safety** on page 80 for information regarding contact with parents during an emergency situation.

Also, please complete and return to your child's campus the following forms provided in the forms packet distributed at the beginning of the year or upon the student's enrollment:

1. Acknowledgment Form OR Acknowledgment of Electronic Distribution of Student Handbook;
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information;
3. 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
4. Consent/Opt-Out Form.

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

Please note that references to policy codes are included so that parents can refer to current board policy. The district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at [gohamlin.com](http://gohamlin.com)

## **SECTION I: PARENTAL RIGHTS**

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

### **CONSENT, OPT-OUT, AND REFUSAL RIGHTS**

#### **Consent to Conduct a Psychological Evaluation**

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

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

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

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

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

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

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

[See **Video Cameras** on page 89 for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

## **Prohibiting the Use of Corporal Punishment**

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child. In most cases corporal punishment will not be administered unless a parent is contacted.

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

Please note that 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.

## **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, upcoming tests or extra-curricular events.

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

## **Objecting to the Release of Directory Information**

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

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

The district has identified the following as directory information: student name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, degrees, honors, and awards received, dates of attendance, grade level, most recent educational institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs.

Also review the information at **Authorized Inspection and Use of Student Records** on page 9.

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written consent. A form included in the forms packet is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

### **Participation in Third-Party Surveys**

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

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

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

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

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

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

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

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

### **Human Sexuality Instruction**

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

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

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



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

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

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

### **Reciting a Portion of the Declaration of Independence in Grades 3–12**

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the U.S. 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 U.S. 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 76 and policy EC (LEGAL).]

### **Religious or Moral Beliefs**

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

### **Tutoring or Test Preparation**

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

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

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

## **RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES**

### **Instructional Materials**

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

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

### **Notices of Certain Student Misconduct to Noncustodial Parent**

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

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

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

### **Student Records**

#### ***Accessing Student Records***

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

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

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

***Authorized Inspection and Use of Student Records***

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

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

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

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

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

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

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

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

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorize 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 information it has designated as directory information [see **Objecting to the Release of Directory Information** on page 4 for opportunities to prohibit this disclosure].

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

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

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

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

The address of the superintendent's office is:

250 SW AVE. F  
Hamlin, TX 79520

The address (es) of the principals' offices are:

High School  
450 SW AVE. F  
Hamlin, TX 79520

Elementary,  
405 NW 5<sup>th</sup> Street  
Hamlin, TX 79520

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG (LEGAL), **Report Cards/Progress Reports and Conferences** on page 78, and **Complaints and Concerns** on page 33 for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office <http://www.hamlin.esc14.net>.

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

## **Teacher and Staff Professional Qualifications**

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject 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 whether the teacher is currently teaching in the field of discipline of his or her certification. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

## **STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES**

### **Children of Military Families**

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

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

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, 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 <http://tea.texas.gov/index2.aspx?id=7995>.

### **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***

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.

- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.  
[See **Bullying** on page 21, policy FDB, and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

### **Service/Assistance Animal Use by Students**

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

### **Students in the Conservatorship of the State (Foster Care)**

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

[See also **Credit by Examination For Advancement/Acceleration** on page 36, **Course Credit** on page 36, and **Students in Foster Care** on page 86 for more information.]

### **Students Who Are Homeless**

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

- Proof of residency requirements;
- Immunization requirements;

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

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

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

[See also **Credit by Examination for Advancement/Acceleration** on page 36, **Course Credit** on page 36, and **Homeless Students** on page 68 for more information.]

### **Students Who Have Learning Difficulties or Who Need Special Education Services**

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

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

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



*the Admission, Review, and Dismissal Process*. Both documents may also be found at [http://framework\\_esc18.net/display/Webforms/LandingPage.aspx](http://framework_esc18.net/display/Webforms/LandingPage.aspx).

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

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

Contact the Elementary or High School office regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services.

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

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

### **Students Who Speak a Primary Language Other than English**

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

### **Students with Physical or Mental Impairments Protected Under Section 504**

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

Contact the Elementary office or High School office regarding a referral for evaluation applicable to Section 504.

[Also see policy FB.]

## **SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS**

Topics in this section of the Student 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 your campus office.

### **ABSENCES/ATTENDANCE**

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, all attendance policies will apply to virtual learning on remote platforms and all other forms of distance learning as they would during classroom instruction.

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

#### **Compulsory Attendance**

##### ***Age 19 and Older***

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

##### ***Between Ages 6 and 19***

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

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

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

### ***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.

### **Exemptions to Compulsory Attendance**

#### ***All Grade Levels***

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
  - An activity required under a court-ordered service plan; or
  - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

#### ***Secondary Grade Levels***

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, 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.

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

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

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

## **Failure to Comply with Compulsory Attendance**

### ***All Grade Levels***

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

### ***Age 19 and Older***

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

### ***Between Ages 6 and 19***

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

The truancy prevention facilitator for the district is Principal for Elementary and Principal for High School. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. Loss of credit will occur after 10 days and students will have to make up time.

[See policy FEA (LEGAL).]

### **Attendance for Credit or Final Grade (Kindergarten–Grade 12)**

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the

approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

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

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

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

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

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

### **Official Attendance-Taking Time (All Grade Levels)**

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

Official attendance is taken every day at 10:00 a.m. which is during the second instructional hour as required by state rule.

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

### **Documentation after an Absence (All Grade Levels)**

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. A phone call from the parent is appreciated, but the district requires a written note. After a total of 6 absences a hand written note will not be accepted. Students must present a doctor’s note upon return to school from a medical absence.

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

### **Perfect Attendance**

To receive Perfect Attendance students must attend school all day, every day.

### **Doctor’s Note After an Absence for Illness (All Grade Levels)**

Within 2 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 student’s absence from school in order to determine whether the absence or absences will be excused or unexcused.

[See policy FEC (LOCAL).]

### **Driver License Attendance Verification (Secondary Grade Levels Only)**

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

### **ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)**

Hamlin 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 TEA based on academic factors and ratings;

- The district’s financial management report, which will include the financial accountability rating assigned to the district by TEA;
- The performance ratings of the district’s evaluation of community and student engagement using the indicators required by law; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Information about all of these can be found on the district’s website at <http://www.hamlin.esc14.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 <http://www.texaschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

### **AWARDS AND HONORS (All Grade Levels)**

Academic Awards for seniors:

1. Valedictorian – Highest ranking graduating senior
2. Salutatorian – Second Highest ranking graduating senior
3. Honor Graduates – Students graduating in the top 20% of the total graduating class ranked by the cumulative GPA to the fourth decimal place, ranking Distinguished and Foundation plan with an endorsement. In the event that the 20% does not come out to a whole number, we will include the next highest ranked student. For example: a graduating class of 41 students would include 8.2 students. In this case we will recognize the top nine (9) students as Honor Graduates.

Academic Awards for students in grades 9 – 12: Piper Scholars – Top 20% of the total students enrolled in the specific grade level, i.e. ninth grade, determined by the single, current, academic year GPA in which the students are enrolled.

Other awards and honors may be bestowed at events throughout the year. For more information, please contact the principal’s office at (325)576-3624.

### **BULLYING (All Grade Levels)**

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

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

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

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

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [Also see **Safety Transfers/Assignments** on page 12.]

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

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

[Also see **Safety Transfers/Assignments** on page 12, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 37, **Hazing** on page 64, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

The district offers career and technical education programs in the following areas: Business Management, Family Consumer Science, and Agriculture Education.

These programs will be offered without regard to race, color, national origin, sex, or disability. Hamlin ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination**



**Statement** on page 74 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

### **CELEBRATIONS (All Grade Levels)**

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

[Also see **Food Allergies** on page 66.]

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

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at <http://www.hamlin.esc14.net>. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see [http://www.dfps.state.tx.us/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- <http://kidshealth.org/en/parents/child-abuse.html>
- <http://taasa.org/resources-2/>
- <https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-1>
- <https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-2>

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS (1-800-252-5400 or on the web at <http://www.txabusehotline.org>).

### **CLASS RANK / HIGHEST RANKING STUDENT**

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, the Board of Trustees and the \_\_\_ ISD administration may amend policies for graduation honors and class ranking as necessary.

Hamlin Jr/Sr High School Ranking policy is as follows:

\*Grades will be computed for Grade Point Average (GPA) using the following scale and grade weight table beginning with the Class of 2019. Local credit and non-credit courses, as well as courses taken during summer school, correspondence, credit recovery courses taken via Odyssey, courses taken for credit advancement via Odyssey, and credit by exam courses will not be computed in determining GPA. High Courses taken in Junior High for High School credit will not count for GPA. Only courses listed in the Course Grade Scale will be used in computing GPA/ WGPA.

#### **Transfer Students**

Students that have transferred from other districts will be computed based on HISD weights, standards, and procedures in effect at the time the course was taken. As guaranteed by TEA statutes, student transcripts received from an accredited high school will be accepted as received.

#### **Valedictorian/Salutatorian/Honors**

In order to be considered valedictorian or salutatorian of Hamlin Jr/Sr High School, a student must meet the following requirements; they must be in attendance for four consecutive semesters ending in graduation, i.e. Fall/Spring of their junior year and Fall/Spring of their senior year, achieve distinguished level of achievement with an endorsement and having the highest Weighted Grade Point Average (WGPA), the WGPA shall be calculated to the fourth decimal. In the event of a tie, the students will be named as co-valedictorian and a salutatorian will not be named. In cases in which there is no tie in the determination of a valedictorian, the student with the second highest GPA, calculated to the fourth decimal place, will be named the salutatorian. In the event of a tie for salutatorian, both students (and all students who tie) will be named as co-salutatorians.

All students whose grade point averages make up the top ten percent of the graduating class and qualify for automatic admission under Education Code 51.803 shall be recognized as honor graduates. Eligibility standards, including the two-year residency requirement, for determining valedictorian and salutatorian and other local honor positions shall not apply to the procedure for

determining the top ten percent. Early graduates shall be ranked in the class with which they actually graduate. Three-year graduates shall be allowed to tie in class rank with a four-year graduate but shall not be allowed to displace a four-year graduate. This restriction, however, shall not apply to the top ten percent.

Three-year graduates shall not be eligible for valedictorian, salutatorian, or highest-ranking student. Three-year graduates shall be able to graduate as honor students.

**Dates of Class Ranking**

The counselor will determine class rank three times: 1) end of the 6<sup>th</sup> semester, 2) end of the 7<sup>th</sup> semester, and 3) final senior rankings shall be determined at the end of the 5<sup>th</sup> six weeks grading period in the graduation year. The 4<sup>th</sup> and 5<sup>th</sup> six weeks grades, in the graduation year, shall be averaged and counted as the second semester grades for the courses in which the students are enrolled in their senior year. The final senior ranking as determined above is the ranking order used to determine awards for graduation, such as valedictorian and salutatorian. Senior Spring semester of Dual Credit Courses will NOT be included in the final GPA for ranking purposes.

Questions regarding the following GPA policy and course weight determination may be directed to the Principal or Counselor at 325-576-3624.

**GRADE WEIGHT TABLE**

NUMERICAL GRADES	ADV.	ACAD.	NUMERICAL GRADES	ADV.	ACAD.
100	5.0	4.0	84	3.4	2.4
99	4.9	3.9	83	3.3	2.3
98	4.8	3.8	82	3.2	2.2
97	4.7	3.7	81	3.1	2.1
96	4.6	3.6	80	3.0	2.0
95	4.5	3.5	79	2.9	1.9
94	4.4	3.4	78	2.8	1.8
93	4.3	3.3	77	2.7	1.7
92	4.2	3.2	76	2.6	1.6
91	4.1	3.1	75	2.5	1.5
90	4.0	3.0	74	2.4	1.4
89	3.9	2.9	73	2.3	1.3
88	3.8	2.8	72	2.2	1.2

87	3.7	2.7	71	2.1	1.1
86	3.6	2.6	70	2.0	1.0
85	3.5	2.5	BELOW 70	NO	GRADE

### Course Grade Scale – as courses are offered by the District

Academic Courses	Advanced/Honor Courses
English 1 English 2 English 3 English 4/Course(s) approved for English Credit as listed under 19 TAC 74 subchapter B Creative Writing  Prof. Communications	English 1 H English 2 H English 3 H English 4 H Dual Credit English 3 Dual Credit English 4  Dual Credit Speech
Algebra 1 Algebra 2 Geometry Math Models Algebraic Reasoning	Algebra 1 H Algebra 2 H Geometry H PreCal Statistics Independent Study (Cal based) Concurrent enrollment in Math
IPC Biology                               A&P  Chemistry                             Food Science Environmental Systems Forensic Science Aquatic Science Earth and space Science SRD Princ. of Health Science Adv. Animal Science	IPC H Biology H  Chemistry H Physics Any Science Dual Credit class
World Geography World History US History Government	World History H Dual Credit US History Government H Economics H

Economics	Dual Credit Government
Psychology Psychology	Dual Credit Economics
Sociology	Dual Credit Psychology Dual Credit Sociology

[For further information, see policy EIC.]

### **CLASS SCHEDULES (Secondary Grade Levels Only)**

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

[See **Schedule Changes** on page 73 for information related to student requests to revise their course schedule.]

### **COLLEGE AND UNIVERSITY ADMISSIONS (Secondary Grade Levels Only)**

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

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

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

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2022 term, the University will be admitting the top eight percent of the high school’s graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

[See also **Class Rank/Highest Ranking Student** on page 23 for information specifically related to how the district calculates a student's rank in class and **Graduation Requirements** on page 49 for information associated with the foundation graduation program].

## **COLLEGE CREDIT COURSES (Secondary Grade Levels Only)**

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course;
- Enrollment in courses taught in conjunction and in partnership with Western Texas College, UTPB, TSTC, Cisco Jr College, West Texas aTm which may be offered on or off campus;
- Certain CTE courses.

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

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school 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.



**Hamlin Jr./Sr. High School Dual Credit Handbook 2019-2020**

Hamlin Jr./Sr. High School is offering students the opportunity to earn college credit in addition to high school credit. The dual credit program aligns course offerings with courses offered at Western Texas College (WTC) or Cisco College (CC) thus allowing the student an opportunity to earn college credit while attending classes at Hamlin High. Hamlin ISD feels compelled to let students and parents know about the benefits as well as cautions of this program.

- ❖ The high school course will be listed on the high school transcript as a dual credit course.
- ❖ The college credits will be posted on the student's transcript at the providing college.
- ❖ Students must meet state and school requirements before they will be allowed to enroll in dual credit courses.
- ❖ These classes will follow the high school calendar and meet Monday-Friday on the regular Hamlin High bell schedule.
- ❖ Hamlin Dual Credit Classes will have a syllabus and attendance policy unique to the dual credit classes.

Course Offerings: Included in this packet are classes that you can take. **Here is an EXAMPLE of how some of them work.**

Hamlin High School Course	WTC or CC Course	
English 3 (Jr yr)	ENGL 1301 & 1302	
English 4 (Sr yr)	ENGL 2327 & 2322	
Government (Sr yr)	GOVT 2305	

\*High school students shall not be enrolled in more than **two** dual credit courses per semester. The principal of the high school may approve exceptions to this requirement for students with demonstrated outstanding academic performance and capability (as evidenced by grade-point average, TSI, ACT, or SAT scores, or other assessment indicators.)

**Dual Credit Courses and the Texas Success Initiative**

High school juniors or seniors may be eligible to earn college credit while they are still in high school by enrolling in dual credit courses. Prior to enrolling, students must satisfy Texas Success Initiative (TSI) requirements. Students wishing to enroll in dual credit courses are required by law to be assessed for basic reading, writing, and mathematic skills before they can enroll in college coursework. The TSI test is designed for TSI purposes.

Students may take college-level courses related to the area(s) of the test they pass. Students must meet the TSI requirements on the approved placement test or be EXEMPT based on their EOC, ACT or SAT (PSAT) scores.

**Eligibility Requirements to Enroll in Academic Course for Dual Credit at WTC or CC. (Students must meet applicable eligibility requirements for at least ONE of the listed assessments.)**

**TSI- Minimum Placement Scores**

Reading	351
Math	350
Writing	5 or 4 (with 340 multiple choice)

**OR...One of the following standardized test scores in the box below may be used as a substitute to satisfy TSI requirements as well as at least a 4000 on English 2 EOC.**

	ACT	SAT	
English	19	Verbal	500
Math	19	Math	500
Composite	23	Combined	1070

**It is the STUDENT'S responsibility to get their TSI completed before July 26th.**

**Costs: WTC**

- \$221 per course
- Costs of books vary with the courses taken. It is the student's responsibility to acquire their textbook
- Courses taken before and after graduation are transferable to most other colleges and universities.

**Cisco**

- \$204 for 3 credit hours (1 class) & \$272 for 4 credit hours (1 class with a lab)
- Costs of books vary with the courses taken. It is the student's responsibility to acquire their textbook.
- Courses taken before and after graduation are transferable to most other colleges and universities.

**FINANCIAL AID for Cisco College ONLY**

Financial Aid is available to students who demonstrate financial need. The Texas Public Education Grant (TPEG) is awarded to students who submit a FAFSA and qualify for the grant. If eligible, students can receive up to \$450 per semester towards tuition costs for dual credit. The grant will not exceed semester tuition costs for qualifying students. Students enrolled in 3 semester hours (1 class) will be credited with \$204 in TPEG allotments, the cost of one dual credit class. If a student is enrolling in 7 semester hours (2 classes), which is a total of \$476, they will be awarded the full TPEG amount of \$450, leaving a remaining balance of \$26. The student is responsible for the remaining amount should TPEG not cover all tuition costs for the semester. The grant is awarded on a first come first serve basis. Students may apply for the TPEG grant every academic year they are enrolled in at least 3 hours (1 class). Books are not covered by the grant, so students should plan accordingly.

To apply for dual credit financial aid:

1. You and a parent need to apply for an FSA ID at <https://studentaid.ed.gov/sa/fafsa/finlin-out/fsaid>. Click on the green button that says "Create your FSA ID now" and follow the instructions. This pin number will be necessary to complete your FAFSA. Please keep a record of your passwords.
2. Complete the online FAFSA (Free Application for Federal Student Aid) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). You will need various financial documents to complete this application (ie. Tax return, etc.)
3. Check email....Financial Aid will notify you if you are eligible to receive aid. If additional eForms are needed, Financial Aid will provide instructions through email.
4. Contact the office of Dual Credit to find out if you have been awarded the TPEG funds. Please allow up to four weeks for financial aid to process your FAFSA.

Financial Aid Contact Information: Linda Sellers 254-442-5155 or Tammy Waters 325-794-4413

**How to enroll in Dual Credit Courses at Hamlin Jr/Sr High:**

- The student will indicate he/she wants to enroll in one of the dual credit classes when choosing classes on their course request form.
- TSI requirements must be met no later than July 26<sup>th</sup>.
- Come to the office and get a registration packet from Mrs. Hastings, and she will send it in to the appropriate school along with TSI reports.
- Books—Students are responsible for purchasing their textbooks which are available from a variety of sources.
- If a student decides to "drop" a class, they must go through the proper channels according to the college they are attending and do it on time.
- **If a student fails a dual credit course, they will NOT be permitted to take another one.**

Course Registration and Tuition payment will take place during August before the semester begins. Students must pay tuition before the August deadline and the December deadline for the 2<sup>nd</sup> semester. Students will pay directly to WTC or CC.

**Advantages:**

- Students may take college classes during the day, while attending high School.
- Students do not have to drive long distances at night to take classes.
- Students in athletics and other extra-curricular activities earn college credit and still have time for events, practices, & games.
- Students may save hundreds of dollars in student fees, housing, and transportation costs normally incurred while attending college.
- Course credits are transferrable to most colleges.

**Cautions:**

- A student must receive a letter grade of "A", "B", or "C" or a numerical grade of 70 or above in order to receive high school credit for the college class. If a graduating senior takes a dual credit class that is required for graduation, he or she is in danger of not graduating if they do not pass the class with a 70 or above.
- If a student chooses to take a class that is not required for their graduation plan or their endorsement, it will not be figured in their GPA.
- College courses are **more difficult** than the high school courses most students are accustomed to taking. **Therefore, students must be self-motivated and exercise self-discipline when attempting the more challenging curriculum since the classes are over the internet.**
- Once enrolled in the course, a student will not be refunded the tuition, even if he/she fails to complete the curriculum (after the 20<sup>th</sup> day of class).
- The grades earned in the course will be entered on your high school transcript as well as on your college transcript. The only grades used in your HS GPA will be dual credit courses from your junior year and the first semester of your senior year. **The second semester of your senior year will NOT be computed in to your GPA for ranking and award purposes.**
- Make sure the course you take will be required for the major you intend to pursue at the college you are planning to attend. If not, you may spend money to take an unnecessary class.
- The college teachers do not post progress or six weeks grades. **They do not send failure notes or call parents. (FERPA)**
- **If a student fails, they will not be permitted to take DC while enrolled at Hamlin ISD.**

**\*\*Remember.....This is the beginning of your college GPA!!!!!!**

TSI Testing will be available during the summer and must be completed by July 22<sup>nd</sup>. Please call and set up an appointment to come test.

Please test from July 8-11 or July 15-18

Updated 6-27-19

Please sign and return to Mrs. Hastings.

I have read and understood the requirements outlined in the 2019-2020 Dual Credit Handbook for taking Dual Credit Courses at Hamlin Collegiate Jr/Sr High School.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**WTC Online Courses (Partial List)**

Course ID	Course Title	Start Date	Location	Instructor	Credits
ARTS-1301 .051	ART APPRE	08/21/2019	INTRNT	SCHNEIDER P	3.00
BIOL-1322 .051	NUTRITION/DIET	08/21/2019	INTRNT	STAFF (TBA	3.00
BIOL-1409 .051	BIO/NON SCI MAJ II	08/21/2019	INTRNT	CANADA W	4.00
BIOL-2401 .051	ANAT/PHYSIOLOGY I	08/21/2019	INTRNT	SCHRAMM J	4.00
BIOL-2402 .051	ANAT/PHYS II	08/21/2019	INTRNT	SCHRAMM J	4.00
CDEC-1313 .051	RES EC PROG	08/21/2019	INTRNT	HINTON M	3.00
CDEC-1321 .051	INFANT/TODDLER	08/21/2019	INTRNT	HINTON M	3.00
CDEC-1356 .051	EMERGENT LITERACY/EC	08/21/2019	INTRNT	HINTON M	3.00
CDEC-1359 .051	CHILDREN SPEC NEEDS	08/21/2019	INTRNT	HINTON M	3.00
CDEC-2326 .051	ADM CHILD I	08/21/2019	INTRNT	HINTON M	3.00
CHEM-1411 .051	GEN CHEM I	08/21/2019	INTRNT	DIERKER E	4.00
CHEM-1412 .051	GEN CHEM II	08/21/2019	INTRNT	DIERKER E	4.00
COMM-1307 .051	INTRO MASS COMM	08/21/2019	INTRNT	SCATES G	3.00
DRAM-1310 .051	INTRO TO THEATRE	08/21/2019	INTRNT	SPENCE K	3.00
ECON-2301 .051	PRINC MACROECONOMICS	08/21/2019	INTRNT	SEWELL D	3.00
EDUC-1300 .051	LEARNING FRAMEWORK	08/21/2019	INTRNT	HEFFLINGERW	3.00
ENGL-1301 .051	COMPOSITION I	08/21/2019	INTRNT	STAFF (TBA	3.00
ENGL-1302 .051	COMPOSITION II	08/21/2019	INTRNT	STAFF (TBA	3.00
ENGL-2311 .051	TECH & BUSI WRITING	08/21/2019	INTRNT	STAFF (TBA	3.00
ENGL-2322 .051	BRITISH LIT I	08/21/2019	INTRNT	STAFF (TBA	3.00
ENGL-2326 .051	AMERICAN LITERATURE	08/21/2019	INTRNT	STAFF (TBA	3.00
GEOL-1401 .051	EARTH SCI NON-MAJ I	08/21/2019	INTRNT	LILLY T	4.00
GEOL-1447 .051	METEOROLOGY	08/21/2019	INTRNT	LILLY T	4.00
GOVT-2305 .051	FEDERAL GOVT	08/21/2019	INTRNT	PRICE J	3.00
GOVT-2306 .051	TEXAS GOVT	08/21/2019	INTRNT	PRICE J	3.00
HIST-1301 .051	US HIST I	08/21/2019	INTRNT	CLIFTON J	3.00
HIST-1302 .051	US HIST II	08/21/2019	INTRNT	FONVILLE S	3.00
HIST-2321 .051	WORLD CIV I	08/21/2019	INTRNT	PETERSEN J	3.00
HITT-1301 .051	HEALTH DATA	08/21/2019	INTRNT	EAVES A	3.00
HITT-1305 .051	MED TERMINOLOGY	08/21/2019	INTRNT	EAVES A	3.00
ITSC-1391 .051	SPC TPCS/COMP&INFO	08/21/2019	INTRNT	EAVES A	3.00
ITSW-1301 .051	INTRO WORD PROC	08/21/2019	INTRNT	KINMAN S	3.00
ITSW-1304 .051	INTRO SPREADSHS	08/21/2019	INTRNT	KINMAN S	3.00

ITSW-1310 .051	PRESENT GRAPHICS	08/21/2019	INTRNT	KINMAN S	3.00
MATH-1314 .051	COLLEGE ALGEBRA	08/21/2019	INTRNT	RUSSELLA	3.00
MATH-1316 .051	PLANE TRIG	08/21/2019	INTRNT	RUSSELLA	3.00
MATH-1324 .051	MATH FOR BUS/SOC SCI	08/21/2019	INTRNT	RUSSELLA	3.00
MATH-1332 .051	CONTEMP MATH QNT RSN	08/21/2019	INTRNT	RUSSELLA	3.00
MATH-1342 .051	ELEM STATISTICAL MTD	08/21/2019	INTRNT	CANADA W	3.00
MATH-2413 .051	CALCULUS I	08/21/2019	INTRNT	STAFF (TBA	4.00
MDCA-1321 .051	ADMIN PROCEDURES	08/21/2019	INTRNT	EAVES A	3.00
MUSI-1310 .051	MUSIC HISTORY	08/21/2019	INTRNT	CRABTREE J	3.00
PHED-1338 .051	CONCEPTS/PHYS FIT	08/21/2019	INTRNT	HEFFLINGERW	3.00
PHYS-1401 .051	GEN COLL PHYSICS I	08/21/2019	INTRNT	BOREN D	4.00
PHYS-1402 .051	GEN COLL PHYSICS II	08/21/2019	INTRNT	BOREN D	4.00
PHYS-2425 .051	UNIVERSITY PHYSICS I	08/21/2019	INTRNT	STAFF (TBA	4.00
PHYS-2426 .051	UNIV PHYSICS II	08/21/2019	INTRNT	STAFF (TBA	4.00
POFI-2340 .051	ADV WORD PROCESSING	08/21/2019	INTRNT	KINMAN S	3.00
PSYC-2301 .051	GEN PSYCHOLOGY	08/21/2019	INTRNT	DEVER J	3.00
PSYC-2314 .051	LIFESPAN/GR/DEV	08/21/2019	INTRNT	DEVER J	3.00
PTRT-1309 .051	CORROSION BASICS	08/21/2019	INTRNT	FAHNTRAPP D	3.00
PTRT-1313 .051	INDUSTRIAL SAFETY	08/21/2019	INTRNT	FAHNTRAPP D	3.00
SOCI-1301 .051	INTRO SOCIOLOGY	08/21/2019	INTRNT	CARTER B	3.00
SOCI-1306 .051	SOCIAL PROBLEMS	08/21/2019	INTRNT	CARTER B	3.00
SPAN-2312 .051	INTER SPANISH II	08/21/2019	INTRNT	RALPH K	3.00
SPCH-1315 .051	PUBLIC SPEAKING	08/21/2019	INTRNT	BLEIKER H	3.00

**Cisco College Online Classes**

ACCT 2301, 2302  
ACNT 1303, 1304  
Agriculture (these change every semester)  
ARTS 1301  
BCIS 1305  
BIOL 1406, 1407  
BIOL 2401 (Medical Terminology)  
BUSI 1301  
Criminal Justice (these change every semester)  
ECON 2301, 2302  
EDUC 1100  
ENGL 1301, 1302 and Literatures American & British  
GOVT 2305, 2306  
HIST 1301, 1302, 2321, 2322  
MATH 1314, 1342  
MUSI 1306  
PSYC 2301, 2314  
SOCI 1301  
SPAN 1411, 1412  
SPCH 1315  
HVAC, ELECTRICAL TECH, PLUMBING, VET TECH

**COMPLAINTS AND CONCERNS (All Grade Levels)**

We realize that situations may arise when parents disagree with a decision that affects their child or believe that a policy has been improperly applied to their child. A number of these types of disputes or controversies have specific processes for pursuing those concerns. The principal can provide you with a copy of the relevant policies and procedures.

In general, all parent complaints should be brought initially to the teacher involved or the campus principal within 15 business days of the events or situation that you are concerned about. Often the problem can be resolved through an informal conference with the teacher or principal. On those occasions when a conference does not take care of problem, you should request a copy of the complaint policy and complaint form from the principal's office. In order for your concern to be resolved at the earliest possible level, you must put your complaint in writing on the form provided before meeting formally with the principal.

The principal will schedule a conference with you and give you a written response within ten business days after the conference. You will also have an opportunity for a conference with the superintendent if the principal has not resolved the matter. If the superintendent is not able to take care of the problem, you can make a written request for the board of trustees to consider the matter at a future meeting. You must, however, follow our established policies and use our forms.

Individual trustees cannot respond to parent complaints beyond referring the matter to the administration. Furthermore, the board of trustees will not permit complaints to be heard in the public comment or open forum portion of board meetings. In order for the board to take any action on a complaint, you must follow the complaint process established in policy.

### **CONDUCT (All Grade Levels)**

An effective discipline program is essential in the teaching and learning process. The staff at Hamlin ISD has established an educational environment in which children can comfortably learn. Each student has the right to learn and play at Hamlin ISD without disruption or antagonism from other students.

The staff is committed to teaching and reinforcing appropriate student behavior. Courtesy, respect, and problem-solving strategies are practiced by all staff members and students. Students are encouraged to consistently follow school rules of conduct, set a positive example for others, and always be conscious of how their behavior affects others.

Together, our goal at Hamlin ISD is to assure that each child achieves success. We believe that you, as parents, play an important role in helping your child achieve Hamlin's expectations, both academic and behavioral. The major role of parents in school discipline is to continually show interest in and support for their children at school.

Generally, playground supervisors and classroom teachers administer discipline, but when the situation warrants, the principal becomes involved. Parents are not necessarily called on the first problem, as students are encouraged to take responsibility for their actions and to learn to meet the rules and expectations of the school. We believe each student has the final responsibility for the consequences of his/her behavior. If your child exhibits unacceptable behavior at school, you may be asked to help us teach your child an alternate, appropriate set of behaviors and to understand the consequences of their actions.

With your cooperation and help, we can provide a positive, productive, and safe learning environment for your child.

## **Applicability of School Rules**

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus 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 coordinators at each district campus is listed below. Principals will be the primary person responsible for discipline.

- Edgar Reed
- Bambi Teaff

## **Disruptions of School Operations**

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

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

## **Social Events**

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

A student attending a social event 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 events.

## **COUNSELING**

### **Academic Counseling**

#### ***Elementary and Middle/Junior High School Grade Levels***

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

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

#### ***High School Grade Levels***

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

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

### **Personal Counseling (All Grade Levels)**

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

[Also see **Substance Abuse Prevention and Intervention** on page 87 and **Suicide Awareness** on page 87.]

## **COURSE CREDIT (Secondary Grade Levels Only)**

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student’s grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student’s combined average be less than 70, the student will be required to retake the semester in which he or she failed. Students can lose credit if compulsory attendance laws are not followed.

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

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a 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 school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

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

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

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

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district’s board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2019–2020 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

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



### **Kindergarten Acceleration**

A student enrolling in kindergarten would be eligible to accelerate to the next grade if the student passes the achievement test provided by the Region 14 service center. A kindergarten teacher, school counselor and principal will determine if the student meets requirement to accelerate.

### **Students in Grades 1–5**

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

### **Students in Grades 6–12**

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

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

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office <http://www.hamlin.esc14.net>. [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 current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

### **Discrimination**

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

### **Harassment**

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, 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.

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

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

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

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

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault;

threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

### **Retaliation**

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

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

### **Reporting Procedures**

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

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

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

### **Investigation of Report**

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

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

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

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district

may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

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

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

## **DISCRIMINATION**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 37.]

## **DISTANCE LEARNING**

### **All Grade Levels**

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

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 47.] 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 school 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 one of the campus principal.

## **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.

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 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.

A student may appeal a 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 approval will be removed.

#### ***From Others***

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus Principal for prior review. The campus Principal 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.]

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 noncurriculum-related student group meeting held in accordance with FNAB (LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

## **Dress and Grooming (All Grade Levels)**

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

### **Dress and Grooming Code**

We expect students to come to school in clothes that are clean and neat, and we expect students to exhibit basic cleanliness and grooming that will not be a health or safety threat to themselves or to other students or staff. We do not permit students to wear clothing with pictures, emblems, ripped or torn to the point of showing skin, or writing that is lewd, offensive, vulgar, or obscene or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance that students are prohibited from having or using at school. The principal makes decisions about dress and grooming violations.

### **Appropriate Attire**

Male students must wear clean clothing (shirt, slacks, jeans, trousers, shorts that are all a maximum of 6 inches above the top of the kneecap) that is not torn or damaged. Female students must wear clean clothing (dress, blouse, shirt, skirt, slacks, jeans, all a maximum of 6 inches above the top of the kneecap). All visible layers of pants must be worn with the waist at waist level, and shirts or blouses must be buttoned. All students must wear shoes and appropriate undergarments. Clothing must be free from tears and rips in the clothing, **below the reach of the individuals' fingertips. If tears or rips exist higher than the fingertips the student is required to have leggings/tights on to prevent skin showing. Otherwise, all other tears or rips will be below the fingertips. Yoga style pants and leggings will be allowed for ladies if they are not sheer and can not be seen through. The student's shirt must extend beyond their fingertips.**

### **Appropriate Grooming**

All students will exemplify grooming standards that project a positive image for the student, school, and District. Hair must be clean and neatly groomed and worn in a style that does not cover the eyes or eyebrows. Male students' hair must be neatly trimmed and worn in a style above the eyebrows that exposes the earlobes and has a length above the top of the collar crew-neck tee-shirt. Male students must be free from facial hair. Sideburns may extend no lower than the bottom of the ear and must be trimmed in a straight line without flares at the

bottom. Faux hawks must not be longer than 2 inches. (Cannot resemble a real Mohawk)

## **Inappropriate Grooming**

Hair/Facial Hair –Hair must be neat and clean. There are to be no head or hair ornamentation: such as, unusual hair coloring, Mohawks, rat-tails, initials, numbers, symbols, scalp designs, rollers or hairnets. Hair coloring must be of a natural hair color and cause no distraction. Students may not have cool-aid dyed hair. Cutting more than one part into the hair must result in the layer lengths having a difference of no more than 1 inch. **Boys' hair must be cut to not touch the collar of a regular style tee shirt. All Students must not allow hir to cause a distraction during instruction time and could be asked to their ears to confirm they do not have listening devices present.** Beards and mustaches are not allowed. Sideburns may not extend below the ear lobe in length and beyond the outer edge of the eyebrow in width. Designs cut into the eyebrow will not be permitted.

## **Inappropriate or Unacceptable Attire**

The following clothing and accessories are inappropriate attire for any student at school or a school-related or –sanctioned activity: Shorts or skirts shorter than 6 inches above the top of the knee cap, unless the student is in a primary grade (K-3). Pants worn below the natural waistline or sagging, bagging, or extremely loose pants. Shirts or blouses that reveal undergarments or cleavage, midriff length tops that leave exposed skin, or halter tops (even when arms are raised above the head.) Blouses that expose the complete shoulders are not allowed. Cold Shoulder blouses must have a 1 inch strap. Exposed undergarments. Bedtime attire, pajamas, undershirts, or undergarments worn as outerwear, e.g., boxer shorts except for school spirit days. Clothing made of any see-through material, fish net, or very loosely-woven fabric, unless other clothing is worn underneath. Shirts or blouses that are split up the side such that the vent or split is unfinished or extends above the natural waistline. Unhemmed or cut-off clothing of any kind. Muscle shirts, shirts with oversized armholes, or backless shirts, blouses, or tops. Tights or yoga will be permitted, unless worn underneath an appropriate length skirt, dress, or shorts (6" above the knee). No tee shirt and tight combination will be permitted.

Flip flops, slippers, or house shoes.

Sunglasses, hats, or caps worn inside a school building.

Hair rollers, hair curlers, plastic hair bags, and other similar grooming items worn inside a school building.

## **Clothing with Words or Pictures**

Clothing worn at school or school-related or-sanctioned activities may not display printed statements or pictures:

1. that are vulgar or obscene;
2. that are related to or depict sexual activity;
3. that promote hate or violence in general or are directed at any specific person or

group of persons; or

4. that are related to or depict the use of drugs, alcohol, or tobacco.

## **Jewelry, Tattoos, Body Piercing**

Students may not wear on the outside of their clothing any jewelry or similar artifacts that are obscene or distracting or that are likely to cause disruption to the educational environment.

Students may wear non distracting earrings worn on the earlobe and **nose piercing with a stud is acceptable, the bull ring, chain, or loop is prohibited.** Male students may not wear piercings at all.

Any body piercings or tattoos, including temporary tattoos, must be covered at all times while students are under the school's jurisdiction. Writing or drawing on skin is not permitted. No hats, caps, sweat bands, visors or any other type of head covering, including hoodies Allowed in or around school grounds.

## **Accessories**

When hats are allowed the bill is to face forward. Visible gauging or spacers are not allowed. No visible tattoos. No dog collars, choker-chains, any spiked metal necklaces, wallet chains, wrist bands, or safety pins. Chains on pants or other garments are prohibited. Bandanas are not allowed on campus or at school events. Students will not apply makeup in the classroom.

Elementary students will not be allowed to wear makeup.

## **Gang Attire and Grooming**

Clothing, grooming, or any attire that identifies or connects a student with a gang [There is a definition in the EWHPM Code of Conduct.] is prohibited. The principal will maintain and regularly update a list of clothing, grooming, and other attire that has been identified as gang-related and will make the list available to teachers and parents for review.

## **Principal's Authority**

The principal will determine if clothing or attire not addressed in this policy creates a distraction to the educational process and may prohibit that clothing or attire for his or her campus. Administrators have the discretion to determine the appropriateness of dress and grooming and to make special exceptions, including for religious or medical necessities.

If your child comes to school wearing clothes that violate the dress code or in any other way



violates our dress and grooming standards, she or he will be placed in in-school suspension until she or he is in compliance. We will make efforts to notify you as soon as possible, and if the student changes clothes or otherwise comes into compliance with the dress and grooming standards, she or he will return to regular classes immediately.

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 may 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)**

### **Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones**

# **Hamlin Collegiate High School Cell Phone Policy**



Cell phones are strictly prohibited in HCHS  
Classrooms during the school day,  
Cell phones must be off and out of sight.

#### **Addressing Violations**

The classroom teacher will signal the start of class by reminding students that all phones should be turned off and put away. If a student's phone is visible or in use after the start of class, the teacher will ask the student for the cell phone.

- If the student surrenders the phone freely, the teacher will call the office and state that a phone needs to be picked up. The teacher should secure the phone until an Administrator arrives to take possession of the phone. Consequences will be applied as described below.
- If the student refuses to surrender the phone as directed, the teacher will call the office and request an escort for the student. An Administrator will come to the room immediately to remove both the student and the phone. Consequences will be applied in accordance with the policies below.

**Students who do not comply with staff directives the first time given, will (at a minimum) spend the rest of the school day in ISS. Standard disciplinary consequences will still apply.**

## **Consequences**

- **First Offense:** Phone will be confiscated, the parent/guardian will be notified, and the phone will be returned to the student at the end of one school day.
- **Second Offense:** Phone will be confiscated, the parent/guardian will be notified, and the phone will only be returned to the parent/guardian at the end of one school day.
- **Third Offense:** Phone will be confiscated, the parent/guardian will be notified, the phone will be held for three days, and will only be returned to the parent/guardian after payment of a \$15 fine is paid. (ISS for Habitual Abuse of a rule will be implemented, Typically 5 days.)
- **Fourth Offense:** Phone will be confiscated, parent/guardian will be notified, and will only be returned to the parent/guardian after a fine of \$15 is paid. Additionally, (ISS for Habitual Abuse of a rule will be implemented, typically 5 days, could have OSS depending on frequency of the offenses) Parent Meeting will be requested.
- **Fifth Offense:** Phone will be confiscated, parent/guardian will be notified, and will only be returned to the parent/guardian after a fine of \$15 is paid. Additionally, (ISS for Habitual Abuse of a rule will be implemented, typically 5 days, could have OSS depending on frequency of the offenses) Parent Meeting is requested and discussion of potential DAEP placement.

**All confiscated phones will be securely stored in the office.**

Teachers may not keep a student's cell phone with the intent of returning it to the student at the end of the period/day.

All violations of this policy must go through the office for documentation purposes.

All FEES collected will go to benefit the current years senior fund.

*While the focus of this document is cell phones, all electronic devices and accessories not issued by HCISD are prohibited in classrooms during the school day. Violations involving these items will be treated the same as a cell phone.*

## **Instructional Use of Personal Electronic Devices**

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

## **Acceptable Use of District Technology Resources**

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

## **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 according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

## **END-OF-COURSE (EOC) ASSESSMENTS**

[See **Graduation** on page 56 and **Standardized Testing** on page 84.]

## **ENGLISH LANGUAGE LEARNERS (All Grade Levels)**

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR L, as mentioned at **Standardized Testing** on page 84, may be administered to an English language learner, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

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

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

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right. Dues and Fees may be required to participate in school activities or events. Each organization will have their own requirements. If dues or fees are not paid involvement for that event or activity participation could be denied or restricted by the sponsor or administration.

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

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

[See <http://www.uil texas.org> for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 15 absences not related to post-district

competition. Students are qualified for additional extracurricular absences in accordance with the following:

1. A student with an overall B average qualifies for an additional three absences.
  2. A student with an overall A average qualifies for an additional five absences.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

### **Standards of Behavior**

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

### **Offices and Elections**

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: FFA, Student Council, and NHS.

Class officers are necessary for the conduct of class business. Each year each class will elect class officers to help it run its business. Following are qualifications and general guidelines for class officers. Students who wish to run for office must maintain a passing average in all subjects as well not receiving ISS or DAEP or any other serious disciplinary issues.

<b>OFFICER</b>	<b>QUALIFICATIONS</b>	<b>RESPONSIBILITIES</b>
President	<p>I. Student at HISD for the previous year.</p> <p>II. Member in good standing of the class.</p>	<p>I. Call and preside at class meetings.</p> <p>II. Communicate regularly with class sponsors concerning class business.</p> <p>III. Supervise the conduct of class business and class officers.</p>
Vice – President	<p>I. Student at HISD for previous year.</p> <p>II. Member in good standing of the class.</p>	<p>I. Preside at meetings in the absences of the President.</p> <p>II. Assist the Class President and Class Sponsors in the conduct of class business.</p>
Secretary	<p>I. Member in good standing of the class.</p>	<p>I. Keep records of class meetings.</p> <p>II. Assist the Class President and Class Sponsors in the conduct of class business.</p>
Treasurer	<p>I. Member in good standing of the class.</p>	<p>I. Maintain financial records of the class in cooperation with Class Sponsors.</p> <p>II. Assist the Class President and Class Sponsors in the conduct of class business.</p>
Reporter	<p>I. Member in good standing of the class.</p>	<p>I. Report on class business to local newspaper, school newspaper.</p> <p>II. Assist the Class President and Class Sponsors in the conduct of class business.</p>

\* a member in good standing may include meeting guidelines for fundraisers, payments for fundraisers, and payment of any fees required by the district, i.e. library fines, etc.

\* officers may be removed during the school year from the elected position by the class sponsors for failure to perform responsibilities and duties as required by the class sponsors; officers removed from the elected position shall not be eligible for officer nomination the following school year.

The following are guidelines for the election process:

- 1) All nominations must be made by students.

- 2) All voting will occur by either a hand vote or ballot vote to be counted in the presence of the students by the sponsors.
- 3) The election of a President will occur first. When the election of a President has concluded the new President will preside over the election of the new officers, using the above method, in this order: Vice President, Secretary, Treasurer, Reporter.

All results will be turned into the office and will be considered final.

### **FEES (All Grade Levels)**

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Lost or damaged lab equipment that is not normal wear and tear.
- 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 reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 88.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

**FUNDRAISING (All Grade Levels)**

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. An application for permission must be made to the principal at least 10 days before the event. Each group is limited to 2 fundraisers a year. [For further information, see policies FJ and GE.]

**GANG-FREE ZONES (All Grade Levels)**

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

**GENDER-BASED HARASSMENT**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 37.]

**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
<u>5</u>	Grade 10 (Sophomore)
<u>10</u>	Grade 11 (Junior)
<u>15</u>	Grade 12 (Senior)

**Grading and Report Cards**

Teachers establish their grading standards, including penalties for late work, but those standards must be consistent with guidelines approved by the campus principal. If you have a question about a grade your child receives on an assignment, you should talk first with the teacher. An exam or course grade issued by the teacher is final and will not be changed unless we determine that it was arbitrary, erroneous, or not consistent with the grading standards and policy.

Report cards will be sent home at the end of each grading period. If your child is having trouble in a class, the teacher may ask you to schedule a conference. We encourage you to attend those conferences. If your child’s performance in language arts, math, science, or social studies is consistently unsatisfactory, you will receive grade reports every three weeks.

With the report of grades for the first grading period of the school year, we will inform you of the most recent performance rating of your child’s campus under the state’s Student Achievement Indicator System, along with a definition and explanation of each performance rating.



**In the event of a temporary school closure due to a widespread illness or an epidemic, such as COVID-19, the Board of Trustees may amend policies for grading and report cards as necessary**

### **Promotion, Retention, Award of Credit**

Students are promoted from grade to grade, or awarded credit for a course, based on their mastery of the knowledge and skills that will let them be successful at the next grade level. In secondary grades, students receive credit for a course when they have met all the state and local requirements for that credit.

If your child entered kindergarten in the 2000-2001 school year or after, he or she will have to pass the STAAR examination in the fifth and eighth grades—or pass an alternate test if he or she does not pass after three tries on the STAAR—in order to be promoted to the sixth and ninth grades. Students in the fifth or eighth grade who are taking courses above the student’s grade level will substitute subject tests appropriate to the grade level, which may include end-of-course examinations in courses for which the student may receive high school graduation credit. If your child does not pass the STAAR after the first administration at a grade level, we will provide intensive instruction in your child’s area(s) of academic weakness. In order to be promoted a student must not fail two or more courses. Contact your principal for more information or see policy EIE (LOCAL).

### **Elementary**

Students in elementary will have 12 grades per six weeks in all core classes. Students will have two assessments per six weeks. Their overall grade will be formulated with test/quizzes, daily work, homework, benchmarks, and projects. Progress reports will be sent home with all students at the end of every three weeks.

### **Grade Formula: (Jr. High/ High School)**

Tests = 40%  
Daily work or Quizzes = 40%  
Project or 6-week Test = 20%

### **Assessment: (Jr. High/ High School)**

Tests will make up 40% of the total grade. There will be a minimum of **2 tests** per six week grading period. Daily work or Quizzes will make up 40% of the grade with a minimum of at least **8 grades** per six weeks. There will be a minimum of 5 grades recorded by the end of each three week period. The last 20% will either be a **major project or a six week exam**. Semester Exams will count as one-seventh 1/7 of the semester grade when actable.

### **Daily Work: (All Grade Levels)**

1. Daily classroom work should be a useful learning tool with specific objectives, **NOT busy work**.
2. A portion of the class period may be used for supervised study or guided practice.
3. All student work shall undergo an evaluation by the teacher and receive some form of acknowledgment (verbal, graded, or other reward).
4. Homework shall provide for reinforcement and/or enrichment of the learning.

5. Homework will be at a level within a student's capabilities and prior teaching/learning experience.
6. Homework is to be student work, **NOT work for the parent.**
7. Students that choose not to do assigned work will be dealt with according to the district's discipline management procedures.
8. Teachers should consider student activities when making assignments.

\*Teachers will be required to post grades **every two weeks** if not sooner. Please contact teacher if grades are not updated every two weeks. If teacher does not add grades within two business days please contact the campus office.

### **MakeUp Work: (All Grade Levels)**

Students who have excused absences are allowed to make up work they missed, including tests. Students are required to submit make-up work and/or take make-up tests after an absence. A student will be allowed the same number of days as the absence to make up work. It is the sole responsibility of the students to request make-up work. Those students participating in extra-curricular activities and missing classes for scheduled competitive events have more stringent requirements placed upon them.

\*Homework assignments are time consuming for teachers, therefore, if you request it, please pick it up and see to it that it is completed.

### **Incompletes: Flex Period (Hamlin Collegiate High School)**

When a student fails to turn in an assignment, teachers will enter an M in the grade book. The student will be placed on the Tutorial list. The student will be assigned to lunch detention to complete the assignment. Each Friday any student with an M and on the Tutorial list will be required to come to FLEX period to finish the missing assignment. Once they have completed the assignment they may receive no higher than a 70 to replace the M. As the last week of the 6-weeks approaches the principal may make phone calls home to parents and assign the student ISS until the missing work is completed. Students will receive a 0 on missing assignments at the end of the 6-weeks.

**Mandatory Tutorials: (All Grade Levels)** Students who are failing at the end of the 3<sup>rd</sup> and 6<sup>th</sup> week period may be assigned to mandatory tutorials. High School tutorials will be before school hours, and Junior High tutorials will be after school hours.

### **Grade Reporting: (All Grade Levels)**

Written reports of students' grades and absences shall be issued to parents at least once every six or nine weeks. Progress reports will be issued every three weeks to each student that is failing. Please remember that you can check a student's grades at any time through grade book which can be set up on your personal device. Parents, please do not wait to the 5<sup>th</sup> week or 6<sup>th</sup> week to monitor your student's grade. If the grade book is not updated every two weeks please contact the teacher. If this issue is not corrected please contact the office.

### **Retesting: (Jr. High/ High School)**

Students who performed below accepted standard on an assessment instrument in a particular class will be given the opportunity to take an alternate assessment or do corrections to replace the original assessment grade. The higher grade will be taken between the test and re-test.

## **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 for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work. The student has the number of days absent to make up the work. Once this time period passes the student will be placed on the Tutorial list.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.” [See also **Attendance for Credit or Final Grade** on page 18.]

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.

All teachers will report grades using a 100 point scale. According to that scale a minimum grade of 70 is passing; any grade less than 70 will be failing. Teachers will enter grades every two weeks minimum.

## **Hamlin Jr/Sr High School Grading Policy**

GRADE FORMULA: (Jr/Sr High School)

Tests = 40%

Daily work or Quizzes = 40%

Project or 6-week Test = 20%

1. Late work or missing assignments the student will be placed on the ICU List. (Max grade of 70%)
2. **MAKE UP WORK:** (All Grade Levels) Students who have excused absences are allowed to make up work they missed, including tests. Students are required to submit make-up work and/or take make-up tests after an absence. A student will be allowed the same number of days as the absence to make up work. It is the sole responsibility of the students to request make-up work. Those students participating in extracurricular activities and missing classes for scheduled competitive events have more stringent requirements placed upon them.  
\*Homework assignments are time consuming for teachers, therefore, if you request it, please pick it up and see to it that it is completed.
3. **RETESTING/CORRECTIONS :** (Jr. High/ High School) **GRADUATION** (Secondary Grade Levels Only) Students who performed below accepted standard on an assessment instrument in a particular class will be given the opportunity to take an alternate assessment or do corrections to replace the original assessment grade. The higher grade will be taken between the test and re-test.

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

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

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

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

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

Beginning with students who entered grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, a student must meet the following requirements to receive a high school diploma from the district:

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

## **Testing Requirements for Graduation**

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

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

[Also see **Standardized Testing** on page 84 for more information.]

## **Foundation Graduation Program**

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under a new program called the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 61. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating

under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's diploma.

Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT- Aspire, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

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

The foundation graduation program requires completion of the following credits:

<b>Course Area</b>	<b>Number of credits Foundation Graduation Program</b>	<b>Number of credits Foundation Graduation Program with an Endorsement</b>
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Electives	5 which includes: 1 credit in a Technology Based Course	7 which includes: 1 credit in a Technology Based Course
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
<b>TOTAL</b>	<b>22 credits</b>	<b>26 credits</b>

\* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted 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 four mathematics credits.

\*\* A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

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

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

### **Personal Graduation Plans for Students under the Foundation Graduation Program**

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

Please also review TEA's Graduation Toolkit, available here:  
<http://tea.texas.gov/communications/brochures.aspx>.

A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment made by the student to the student's parent.



## **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 that the district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

## **Certificates of Coursework Completion**

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

## **Students with Disabilities**

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

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

[See policy FMH (LEGAL).]

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

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate 2 is the alternative assessment currently allowed by the state. [See **Standardized Testing** for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC

assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

### **Graduation Activities**

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, the HCISD administration may amend procedures for graduation exercises as necessary.

Graduation activities will include:

- Baccalaureate Ceremony
- Graduation Ceremony
- Graduation Reception
- Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments and have not been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

### **Graduation Speakers**

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

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

[See FNA (LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 87.]

### **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 the 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.

### **Scholarships and Grants**

Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program, for as long as those programs are in place, or who complete the foundation graduation program, may be eligible

under the 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 37.]

### **HAZING (All Grade Levels)**

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

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

[Also see **Bullying** on page 21 and policies FFI and FNCC.]

## **HEALTH-RELATED MATTERS**

### **Student Illness (All Grade Levels)**

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools 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.

### **Bacterial Meningitis (All Grade Levels)**

State law requires the district to provide information about bacterial meningitis:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

- What are the symptoms?

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

- How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

- Where can you get more information?

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

\* Please note that the TDSHS requires at least one meningococcal vaccination for a student ages 11 to 12 or for a student enrolling in grades 7–12, and state guidelines recommend this vaccination be administered between ages 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[Also refer to **Immunization** on page 69 for more information.]

### **Food Allergies (All Grade Levels)**

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

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at <http://www.hamlin.esc14.net/>

[Also see policy FFAF and **Celebrations** on page 23.]

### **Head Lice (All Grade Levels)**

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional

recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

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

## **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–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.

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

During the preceding school year, the district’s School Health Advisory Council (SHAC) held 2 meetings. Additional information regarding the district’s SHAC is available from the School Nurse at (325) 576-3191.

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

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

## **Student Wellness Policy/Wellness Plan (All Grade Levels)**

Hamlin 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 School Nurse with questions about the content or implementation of the district’s wellness policy and plan Other Health-Related Matters

### ***Physical Fitness Assessment (Grades 3–12)***

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 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 campus

principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

### ***Vending Machines (All Grade Levels)***

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

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

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

The district and its staff strictly enforce prohibitions against the use of 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.]

### ***Asbestos Management Plan (All Grade Levels)***

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

### ***Pest Management Plan (All Grade Levels)***

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Russell Lucas, the district's IPM coordinator, at 325-576-2722.

### **HOMELESS STUDENTS (All Grade Levels)**

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. For more information on services for homeless students, contact the district's homeless education liaison, Michelle Jones at (325) 576-3191.

[See also **Students Who Are Homeless** on page 13.]

### **HOMEWORK (All Grade Levels)**

Homework needs to be reflective of the objectives being taught in the classroom. It needs to be purposeful as well. If students are having difficulty with a homework assignment the point of confusion needs to be listed and brought to the teacher for clarification before the start of class. Most teachers will have before and after school time that they can answer student's questions. Hamlin Jr. /Sr. also has a tutorial period that students will be able to seek help with notice. At the Secondary level Avid also has tutorials Tuesday and Thursday which is a time for student to have extra help. Not doing the homework is not the correct choice.

### **ILLNESS**

[See **Student Illness** under **Health-Related Matters** on page 64.]

### **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 (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://corequest.dshs.texas.gov/>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

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

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

[For further information, see policy FFAB(LEGAL) and the TDSHS website: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]



## **LAW ENFORCEMENT AGENCIES (All Grade Levels)**

### **Questioning of Students**

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

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

### **Students Taken Into Custody**

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

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

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

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

### **Notification of Law Violations**

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.

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

[For further information, see policies FL (LEGAL) and GRAA (LEGAL).]

### **LEAVING CAMPUS (All Grade Levels)**

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

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

- For students in Elementary and Junior High, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. 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 child in elementary or Junior High be released unaccompanied by a parent or adult authorized by the parent.

### **During Lunch**

Students in grades 9-12 are allowed to leave campus during lunch, if applicable. Students in grades 7-8 parents must sign the students out. Students that have attendance problems could be restricted to campus during lunch. If lunch is restricted to campus the student will not be allowed to miss lunch without those days being made up. If students misses more than twice without approval a student could receive ISS or other consequences assigned by the campus behavior coordinator.

### **At Any Other Time during the School Day**

Students will be allowed to leave school during the school day only with the permission of the principal or someone in the principal's office who has been given the authority to release students. If students leaves their assigned areas without permission they will be in violation of the student's code of conduct. Parents cannot go directly to their children's classroom and take the child away from school during the day. Teachers do not have the authority to let children leave school with anyone. If you need to take your child from school before the end of the school day, such as for a medical appointment or a family emergency, you should go to the principal's office and sign the child out. The teacher will send the child to the principal's office, and she or he will be released to you at that time.

At the time children are enrolled, the parent or other adult completing the enrollment forms should list those people who are authorized to pick up children during the school day. **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.**

Students will not ordinarily be released during the school day to participate in private lessons or other instruction. If you believe you have a special situation that would warrant an exception to this rule, please contact the campus principal to schedule a conference about your situation.

### **LOST AND FOUND (All Grade Levels)**

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

## **DAEP Makeup Work**

### ***Elementary and Middle/Junior High School Grade Levels***

#### ***Grades 9–12***

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

#### **In-School Suspension (ISS) Makeup Work (All Grade Levels)**

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

#### **MEDICINE AT SCHOOL (All Grade Levels)**

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

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

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

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

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

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

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

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

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

### **Psychotropic Drugs**

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

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

### **NONDISCRIMINATION STATEMENT (All Grade Levels)**

In its efforts to promote nondiscrimination and as required by law, Hamlin 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. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Randy Burks,

Superintendent, 450 Ave F, Hamlin, Texas 79520, 325-576-2722.

- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Randy Burks, Superintendent, 450 Ave F, Hamlin, Texas 79520, 325-576-2722.
- All other concerns regarding discrimination: See the superintendent, Randy Burks, Superintendent, 450 Ave F, Hamlin, Texas 79520, 325-576-2722.
- [See policies FB (LOCAL) and FFH (LOCAL).]

## **PARENT AND FAMILY ENGAGEMENT (All Grade Levels)**

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, HCISD may deliver instruction to its students virtually through a remote learning platform. If you wish to view or attend a virtual learning session, you must first obtain approval of such a request from the campus principal. The principal can limit or restrict the frequency and duration of virtual classroom visits to ensure that disruption of the instructional process does not occur.

### **Working Together**

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school 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 32.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at Elementary 325-576-3191 or High School 325- 576-3624 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 71.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers**

on page 85.]

- Participating in campus parent organizations. Parent organizations include: PTO, Booster Club, Band Booster, FFA
- 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 Randy Burks, Superintendent, 450 Ave F, Hamlin, Texas 79520, 325-576-2722.
- Serving on the School Health Advisory Council (SHAC), 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** on page 67.]
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

### **Parent Involvement Coordinator**

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs are campus principals and may be contacted at Elementary 325-576-3191 or High School 325-576-3624.

## **PHYSICAL EXAMINATIONS/HEALTH SCREENINGS**

### **Athletics' Participation (Secondary Grade Levels Only)**

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

This examination is required 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.

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

Each day teachers will lead students in the recitation of the Pledge of Allegiance to the U.S. flag and to the Texas flag. If you do not want your child to participate in this activity, please make a written request to the principal for your child to be excused. Following the recitation of the

pledges, the school will observe a minute of silence. During this time, students may choose to reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract other students.

Each student has a right to individually, voluntarily, and silently pray or meditate in school or at any school activity in a manner that does not disrupt or interfere with the delivery of instruction or other activities in the school. No school employee can or will require, encourage, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

[See policy EC for more information.]

### **PRAYER (All Grade Levels)**

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

### **PROMOTION AND RETENTION**

Students are promoted from grade to grade, or awarded credit for a course, based on their mastery of the knowledge and skills that will let them be successful at the next grade level. In secondary grades, students receive credit for a course when they have met all the state and local requirements for that credit.

In the event of a temporary school closure due to a widespread illness or an epidemic, such as COVID-19, the Board of Trustees may amend policies for grading and promotion, retention, and award of credit as necessary.

#### **Retention**

- Students in Kindergarten that receive 5 or more “U” meaning unsatisfactory in Reading/Math will be retained in kindergarten and will not be promoted to the next grade.
- Students in 1-8<sup>th</sup> grade that fail 2 or more core subjects for the year will be retained and not promoted to the next grade. Core subjects are Reading, Math, Science, Social Studies and Writing.

#### **Elementary and Middle/Junior High Grade Levels SSI**

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

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

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

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.

[See **Standardized Testing** on page 84.]

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

Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

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

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before 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.

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

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans for Students Under the Foundation Graduation Program** on page 61.]

## **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. [Also see **Grade Level Classification** on page 51.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 56 and **Standardized Testing** on page 84 for more information about EOC assessments.]

## **RELEASE OF STUDENTS FROM SCHOOL**

[See **Leaving Campus** on page 71.]

## **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.

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 of that class or subject. [See **Working Together** on page 75 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 55.]

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.

## **RETALIATION**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 37.]

## **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, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

## **Accident Insurance**

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

## **Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies**

From time to time, 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.

## **Emergency Medical Treatment and Information**

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

## **Emergency School-Closing Information**

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

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: School Way, texting messages, phone calls and news stations.

## **SAT, ACT, AND OTHER STANDARDIZED TESTS**

[See **Standardized Testing** on page 84.]

## **SCHEDULE CHANGES (Junior High and High School Grade Levels)**

Students will have one week at the first of each semester to make changes to schedule as long as the changes are conducive to the schedule. Any changes after that point are to be approved by the Principal.

## **SCHOOL FACILITIES**

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

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

The following areas are open to students before school, beginning at 7:30 a.m. The main door to the hallways will be shut cutting student access off at 7:45 a.m. until passing period bell rings to go to 1<sup>st</sup> period. This is so that other students are not disturbed that are in tutorials and prevent possible damage to areas that are not supervised by school personnel at all times.

- Teacher's classroom if a teacher is present
- Lunch area
- Athletic areas if a Coach is present
- Front Common Area

Unless the teacher or sponsor overseeing an 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.

### **Conduct Before and After School (All Grade Levels)**

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to

consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

### **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. Students that do not have permission to leave a class can face discipline consequences outlined in the student code of conduct.

### **Aramark Cafeteria Services (All Grade Levels)**

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. See Aramark to apply for free or reduced price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will not be allowed to continue purchasing meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal.

Note: The district is currently working to offer every student a free breakfast and lunch.

### **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 during the 2019-20 school year:

### **Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)**

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

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

## **Searches of Students, Lockers, and Vehicles on School Property**

The principal or other school administrator can search a student's outer clothing, pockets, or property if she or he has a reasonable basis to suspect that the search will reveal evidence that the student has violated a school rule. The scope of the search will be related to the suspected violation.

Lockers are school property and remain under the school's control at all times. Lockers can be searched at any time. Because students are responsible for any contraband that is found in their lockers and will be disciplined accordingly, they should not give any other student the combination to their locker or otherwise let anyone else have access to their lockers.

Vehicles parked on school property are also subject to search by the principal or other school administrators if the administrator has a reasonable basis to suspect that there may be contraband of any kind, such as weapons, alcohol, drugs, or any other prohibited substance, in the car.

## **Telecommunications and Other Electronic Devices (All Grade Levels)**

Please see districts Student/Parent MacBook Handbook

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

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

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, students will not be permitted to use their cell phones during virtual instruction on virtual learning platforms except as necessary to access remote learning materials.

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

## **Vehicles on Campus (Secondary Grade Levels Only)**

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

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

Students must have a parking pass to park on the campus. Students may park by the field house, not by the handicap parking, and the parking spaces along the South East wall between the Avid room and the Field house. Students are not allowed to park in the front parking spaces from the front of the Auditorium to the last parking space on in front of the school. The nursing home has

asked that students do not park along the curb in front of the nursing home. If more parking is needed students can park in the New Gym parking lot. This parking pass is free from the office. Students must bring a copy of their license and insurance to receive a parking pass. Students without parking permits are to park by the baseball field. If students are found in consistent violation of this section the student's vehicle is subject to tow or ticket. If towed the owner of the vehicle is responsible for any fees or charges. Please contact JD Wrecking in Anson, Texas or the office if another company is used.

Students driving cars to school are subject to all state and local traffic laws and regulations while they are on school property and must practice courteous and safe driving habits around school. The principal will establish student parking areas, and students must park only in those designated areas. Students may apply for a parking permit by submitting a copy of a valid driver's license, and proof of financial responsibility. Cars parked in unauthorized areas can be towed away at the owner's expense.

### **Trained Dogs (All Grade Levels)**

We periodically bring in trained dogs to sniff around vehicles parked on school property or within 300 feet of school property. If the trained dog alerts to a vehicle, that alert provides a reasonable basis to search the car. We will always ask the student for permission to search when a dog alerts or we have any reasonable basis, such as a reliable tip, to search the vehicle. If the student does not consent, we will ordinarily contact a parent and local law enforcement and turn the matter over to the police. Because students are responsible for any contraband that is found in a vehicle they have parked on school property and will be disciplined accordingly, they should be aware of and very careful about what goes on in any vehicle they drive to school.

### **Metal Detectors (All Grade Levels)**

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

### **Drug Testing (Secondary Grade Levels Only)**

See attachment, Hamlin Ms/Hs Drug Testing Policy

[For further information, see policy FNF (LOCAL). Also see **Steroids** on page 86.]

## **SEXUAL HARASSMENT**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 37.]

### **SPECIAL PROGRAMS (All Grade Levels)**

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

## 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 school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

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

#### *TSI (Texas Success Initiative) Assessment*

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

#### **STAAR (State of Texas Assessments of Academic Readiness)**

##### *Grades 3–8*

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

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

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



STAAR A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

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

### ***High School Courses—End-of-Course (EOC) Assessments***

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

- Algebra I
- English I and English II
- Biology
- U.S. 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. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

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.

STAAR L, which is a linguistically accommodated assessment, will be available for English language learners who require this type of testing accommodation.

[Also see **Graduation** on page 56 for additional information.]

### **STEROIDS (Secondary Grade Levels Only)**

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

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

### **STUDENTS IN FOSTER CARE (All Grade Levels)**

In an effort to provide educational stability, the district strives to 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 campus principal, who has been designated as the district's foster care liaison, with any questions.

[See also **Students in the Conservatorship of the State** on page 13 for more information.]

### **STUDENT SPEAKERS (All Grade Levels)**

The district provides students the opportunity to introduce the following school events:

- Football Games
- Opening Announcements and greetings for the school day
- Any other athletic event designated by the District
- Any additional events designated by the District, which may include but not limited to, assemblies and pep rallies.

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

### **SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)**

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

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

### **SUICIDE AWARENESS (All Grade Levels)**

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access <http://www.texassuicideprevention.org> or contact the school counselor for more information related to suicide prevention services available in your area.

## **SUMMER SCHOOL (All Grade Levels)**

Summer school for high school will be required for students that do not pass a STAAR or EOC test by the start of summer school. Elementary and Jr High Students who do not pass STAAR for SSI will be required to attend summer school. Students will be required to attend until the district sets a date before the next test administration. Students that also fail a subject for the semester will be required to come satisfy district requirements for that course to promote to the next grade level or will be under review by the promotion committee. If any students do not attend summer school the student could be retained or required to make up that class the following year depending on the committees decision.

## **TARDIES (All Grade Levels)**

A student who is late to class will be marked as tardy. 3 tardies will be consider an absences. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

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

## **TRANSFERS (All Grade Levels)**

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

[See **Safety Transfers/Assignments** on page 12, **Bullying** on page 21, and **Students Who Have Learning Difficulties or Who Need Special Education Services** on page 14, for other transfer options.]

## **TRANSPORTATION (All Grade Levels)**

### **School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. 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.

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

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

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

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

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

### **VANDALISM (All Grade Levels)**

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

## **VIDEO CAMERAS (All Grade Levels)**

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

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

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

## **VISITORS TO THE SCHOOL (All Grade Levels)**

### **General Visitors**

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

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first. All discussions about the class being observed need to be addressed at a scheduled meeting not during class or after the bell rings.

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

### **Visitors Participating in Special Programs for Students**

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)**

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

### **VOTER REGISTRATION (Secondary Grade Levels Only)**

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

### **WITHDRAWING FROM SCHOOL (All Grade Levels)**

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

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

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

## Glossary

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

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

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

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

**Attendance review committee** is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, 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 or a final grade lost because of absences.

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

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

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

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

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

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

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

**PGP** stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014–15 school year, and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

**PSAT** is the preparatory and readiness assessment for the SAT.

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

**SHAC** stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district’s health education instruction, along with providing assistance with other student and employee wellness issues.

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

**STAAR** is the State of Texas Assessments of Academic Readiness, the state’s system of standardized academic achievement assessments, effective beginning with certain students for the 2011–2012 school year.

**STAAR A** is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

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

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

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

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



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

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

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

## APPENDIX I: Freedom from Bullying Policy

**Note to handbook developer:** Because state law requires that the district's policy on bullying be distributed in its Student Handbook(s), the following has been formatted for you to more easily insert the district's FFI(LOCAL) policy here rather than in the body of the handbook itself.

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://www.hamlin.esc14.net>. Below is the text of Hamlin's policy FFI (LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

Adopted on March 8, 2012.

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

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### BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

### DEFINITION

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:

3. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and

4. 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 II:  
Acknowledgment Form—Amendment**

*Note to handbook developer: You might keep this form on hand throughout the school year to assist in documenting communication of Student Handbook amendments made during the year.*

My child and I have received a copy of the Hamlin Student Handbook Amendment # [redacted] dated [redacted].

Print name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

Date: \_\_\_\_\_