

Hitchcock I.S.D
Student Handbook
2022–2023 School Year



If you have difficulty accessing the information in this document because of disability, please contact the district at:

Hitchcock I.S.D. Administration 7801 Neville Ave. Hitchcock, Texas 77563 or (409) 316-6545.

Student Handbook

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Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The *Hitchcock I.S.D.* Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the *Hitchcock I.S.D.*’s Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.hitchcockisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at Hitchcock I.S.D.’s Administration Office located at 7801 Neville Ave. Hitchcock, Texas 77563.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the HISD administration office, and an unofficial electronic copy is available at www.hitchcockisd.org.

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The policy manual includes:

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

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

Kids First Head Start
5701 FM 2004 Hitchcock, Texas 77563
Ethel Gaines, Director
egaines@hitchcockisd.org,
409-316-6541

Hitchcock Primary School
Elena Trevino, Principal
5901 FM 2004 Hitchcock, Texas 77563
etrevino@hitchcockisd.org
409-316-6467

Stewart Elementary School
Constance White, Principal
7013 Stewart Rd., Hitchcock, Texas 77563
cwhite@hitchcockisd.org
409-316-6543

Crosby Middle School
Donette Line, Principal
6625 FM 2004, Hitchcock, Texas 77563
dline@hitchcockisd.org
409-316-6542

Hitchcock High School
Suzette Evans, Principal
6629 FM 2004, Hitchcock, Texas 77563
sevens@hitchcockisd.org
409-316-6544

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Complete the online student registration packet located on the district website at www.hitchcockisd.org.

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

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

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Chris Armacost
Technology Director
7801 Neville Ave. Bldg. B, Hitchcock, Texas 77563
carmacost@hitchcockisd.org
409-316-6545

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Provide a Mental Health Care Service

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

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

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

The mental health liaison can be reached at:

Vickie Rabino
At Risk Counselor
6629 FM 2004, Hitchcock, Texas 77563
vrabino@hitchcockisd.org
409-316-6542 ext. 1242

The mental health liaison can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

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However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a co-curricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

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

Prohibiting the Use of Corporal Punishment

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

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

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For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

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

The employee is required to include the student's parent as a recipient on all text messages.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should 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 student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide 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 this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

- ☐ Required Forms for Districts with Two Directory Information Lists as allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information:
 - ☐ Student's name
 - ☐ Address
 - ☐ Telephone listing

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- ☐ E-mail address
- ☐ Photograph
- ☐ Date and place of birth
- ☐ Major field of study
- ☐ Degrees, honors, and awards received
- ☐ Dates of attendance
- ☐ Grade level
- ☐ Most recent school previously attended
- ☐ Participation in officially recognized activities and sports
- ☐ Weight and height, if a member of an athletic team

If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes. For all other purposes, the district has identified the following as directory information:

- ☐ Student's name
- ☐ Address

If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

Note: Review **Authorized Inspection and Use of Student Records** on page 16.

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

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

- Name,
- Address, and
- Telephone listing.

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

- Political affiliations or beliefs of the student or the student's parent;

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

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

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

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

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

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

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

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

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

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution; and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

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Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused;
- The district determines that the student has a conscientious objection to the recitation; or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL) for more information.]

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

A parent may request that his or her 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 made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

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

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

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

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

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

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** on page 86 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Instructional Materials

A parent has the 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, whether instruction is delivered in-person, virtually, or remotely. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

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 the Student Code of Conduct and policy FO(LEGAL) for more information.]

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

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

Student Records

Accessing Student Records

A parent may review his or her child's 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;

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- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law;
- State assessment instruments that have been administered to the child; and
- Teaching materials and tests used in the child’s classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 12, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- 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; and
- [File a complaint](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing 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 restricted to an eligible student or a student’s parent unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18;
- Is emancipated by a court; or
- Enrolls in a postsecondary educational institution.

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

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FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student;
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
- Compiling statistical data;
- Reviewing an educational record to fulfill the official's professional responsibility; or
- Investigating or evaluating programs.

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals;
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a team to support the district's safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

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

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

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[See **Objecting to the Release of Directory Information** on page 12 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 wants to inspect the student's records should submit a written request to the custodian of records identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits 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 the records.

You may contact the custodian of records for currently enrolled students at:

Kids First Head Start, 5701 FM 2004, Hitchcock, TX 77563

Hitchcock Primary School, 5901 FM 2004, Hitchcock, TX 77563

Stewart Elementary School, 7013 Stewart, Hitchcock, TX 77563

Crosby Middle School, 6625 FM 2004, Hitchcock, TX 77563

Hitchcock High School, 6629 FM 2004, Hitchcock, TX 77563

You may contact the custodian of records for students who have withdrawn or graduated at:

Kids First Head Start, 5701 FM 2004, Hitchcock, TX 77563

Hitchcock Primary School, 5901 FM 2004, Hitchcock, TX 77563

Stewart Elementary School, 7013 Stewart, Hitchcock, TX 77563

Crosby Middle School, 6625 FM 2004, Hitchcock, TX 77563

Hitchcock High School, 6629 FM 2004, Hitchcock, TX 77563

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 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 after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement 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 complaint process found in policy

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FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** on page 84, **Complaints and Concerns** on page 42, and Finality of Grades at policy FNG (LEGAL).]

The district's student records policy is found at policy FL (LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at www.hitchcockisd.org.

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

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Has an emergency permit or other provisional status for which state requirements have been waived; and
- Is currently teaching in the field or discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

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The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB (LEGAL) for more information.]

Safety Transfers/Assignments

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

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

[See **Bullying** on page 32, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

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

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

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The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

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 a diploma from the previous district if the student meets its graduation criteria.

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

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

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

A Student Who Is Homeless

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

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

- Graduation requirements.

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

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

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

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

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

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services.

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

Special Education Referrals

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

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

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

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

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

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

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

Contact Person for Special Education Referrals

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

Greater Gulf Coast Cooperative Office of Special Education
7801 Neville Ave. Bldg. B Hitchcock, Texas 77563
409-316-6546
tmatranga@hitchcockisd.org

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

Greater Gulf Coast Cooperative Office of Special Education
7801 Neville Ave. Bldg. B Hitchcock, Texas 77563
409-316-6546
tmatranga@hitchcockisd.org

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice;
- An opportunity for a parent or guardian to examine relevant records;
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel; and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Special Programs Coordinator
7801 Neville Ave. Bldg. B Hitchcock, Texas 77563

409-316-6545

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 26.]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en) (<https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en>)
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)

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

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives 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, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks 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 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.

[See **English Learners** on page 56 and **Special Programs** on page 90.]

A Student with Physical or Mental Impairments Protected under Section 504

A student with 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.

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When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 20 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact:

Hitchcock Primary School	Elena Trevino, Principal	409-316-6467
Stewart Elementary School	Constance White, Principal	409-316-6543
Crosby Middle School	Donette Line, Principal	409-316-6542
Hitchcock High School	Suzette Evans, Principal	409-316-6544

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

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 the student incurs 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 for more information.]

Compulsory Attendance—Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- 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 related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship 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.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 20.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and will be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices** on page 55.

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification** on page 31.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided:

- The board has authorized such excused absences under policy FEA(LOCAL);
- The principal has approved the student's absence; and
- The student follows campus procedures to verify the visit and makes up any work missed.

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The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

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

The district will allow a student in grades 6–12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance—Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

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

Students with Disabilities

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

Ages 6–18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

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

The truancy prevention facilitator for the district is:

Christopher Filidei
Chief of Hitchcock ISD Police Department
6629 FM 2004 Hitchcock, Texas 77563
cfilidei@hitchcockisd.org
409-316-6555

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

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A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

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

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at second or fourth period for all campuses.

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

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

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A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

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

Within 3 days of returning to school, a student absent for more than 5 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 absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Further information may be found on the [Texas Department of Public Safety website](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen) (<https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>).

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** on page 28 for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

Hitchcock I.S.D. and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and

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- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at www.hitchcockisd.org. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division \(https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting\)](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

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

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

The test shall be offered the first week of November and the first week of February at Hitchcock High School.

Contact the counselor for information about this opportunity.

Awards and Honors (All Grade Levels)

A and A-B honor rolls are based on nine-week grades only. Students with a 90 or above in each class will be placed on the A honor roll. Students with an 80 or above in each class and not on the A honor roll will be placed on the A-B honor roll for that nine-weeks. High School students must have more A's than B's for the nine weeks to qualify for the A-B honor roll.

National Honor Society

Membership in the National Honor Society (NHS) is determined by a panel of teachers who consider the four qualities of Scholarship, Character, Service, and Leadership. Scholarship is determined by cumulative grade point average which must be 90 or better to be considered by the committee. Character, Service, and Leadership are determined by teachers' personal knowledge and other school data such as attendance and discipline. Continued membership in NHS is based on maintaining academic performance, attending meetings, and completion of required service hours. ~ See NHS handbook for more details

National Junior Honor Society

The William H. Stewart chapter of the National Junior Honor Society (NJHS) was formed to recognize outstanding Crosby Middle School students. It recognizes students according to five characteristics: Scholarship, Leadership, Service, Character, and Citizenship.

Course Awards

The top student in each course, i.e. Algebra 1, English II, Biology, etc., will be recognized in the awards program in May.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

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If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by using the P3 campus app.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

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

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 85.]

A copy of the district's bullying 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 as an appendix.

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

[See **Safety Transfers/Assignments** on page 85, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47, **Hazing** on page 66, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

The district offers career and technical education programs in the following areas:

1. Agriculture, Food & Natural Resources
2. Business Management
3. Health Science
4. Hospitality & Tourism
5. Cosmetology
6. Welding
7. Transportation, Distribution, & Logistics

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Admission and enrollment to these programs is based on Admission to these programs is based on the student interest and aptitude, grade placement, and class space availability. Students enrolling in Career & Technology courses will be scheduled to follow a coherent sequence of courses that lead to a specific occupation. Hitchcock 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.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** on page 80 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page 73.]

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

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

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 15.]

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;

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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 15.]

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

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

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

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](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).

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

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

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

- [Child Welfare Information Gateway Factsheet](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf) (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)

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- [Office of the Texas Governor's Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking) (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](https://taasa.org/product/child-sexual-abuse-parental-guide/) (<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking) (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking>)

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

- *EIC(LOCAL)*
- **Calculation.** The District shall include in the calculation of class rank grades earned in all high school credit courses regardless of when the credit earned, unless excluded below.
- **Exclusions.** The calculation of class rank shall exclude grades earned in courses in which credit was earned outside the regular school year.
- **End-of-Course Assessment Scores.** The District shall not include scores from end-of-course (EOC) assessments in calculations for class rank.
- **Weighted Grade System Categories.** The District shall categorize and weight courses as Dual Credit, Academic in accordance with provisions of this policy.
- **Dual Credit.** Eligible dual credit courses designated in the District's grading guidelines shall be categorized and weighted as Dual Credit.
- **Academic.** All eligible courses not designated as Dual Credit, Collegiate and Modified shall be designated as Academic courses.
- **Weighted Grade Point Average (GPA).** The District shall convert semester grade points in accordance with the following chart and shall calculate a weighted GPA:

Grade	Dual Credit	Honors/Collegiate HS	Academic
100	5.0	4.5	4.0
99	4.9	4.4	3.9
98	4.8	4.3	3.8
97	4.7	4.2	3.7
96	4.6	4.1	3.6
95	4.5	4.0	3.5
94	4.4	3.9	3.4

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Grade	Dual Credit	Honors/Collegiate HS	Academic
93	4.3	3.8	3.3
92	4.2	3.7	3.2
91	4.1	3.6	3.1
90	4.0	3.5	3.0
89	3.9	3.4	2.9
88	3.8	3.3	2.8
87	3.7	3.2	2.7
86	3.6	3.1	2.6
85	3.5	3.0	2.5
84	3.4	2.9	2.4
83	3.3	2.8	2.3
82	3.2	2.7	2.2
81	3.1	2.6	2.1
80	3.0	2.5	2.0
79	2.9	2.4	1.9
78	2.8	2.3	1.8
77	2.7	2.2	1.7
76	2.6	2.1	1.6
75	2.5	2.0	1.5
74	2.4	1.9	1.4
73	2.3	1.8	1.3
72	2.2	1.7	1.2
71	2.1	1.6	1.1
70	2.0	1.5	1.0

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades

9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See **Schedule Changes** on page for information related to student requests to revise their course schedule 86.]

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

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

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program** on page 61]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2022 term through the spring 2024 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning:

- Automatic college admission;
- Curriculum requirements for financial aid;
- Benefits of completing the requirements for automatic admission and financial aid; and
- The Texas First Early High School Completion Program and the Texas First Scholarship Program.

Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student** on page 38 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 60 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 93 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 may earn college credit through the following opportunities:

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- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or college preparatory;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with *College of the Mainland*, which may be offered on or off campus; and
- Enrollment in courses taught at other colleges or universities.

Enrollment in these programs is based on:

For ACADEMIC dual-credit courses, you must have the following:

- a. Passed EOC tests (preferably with a “meets” score- if not, teacher recommendation is needed.)
- b. Qualify by TSI
- c. 95% attendance
- d. No serious or persistent discipline issues

In order to be eligible for COSMETOLOGY courses, you must have the following:

- a. Passed EOC tests (preferably with a “meets” score- if not, teacher recommendation is needed.)
- b. 95% attendance
- c. No serious or persistent discipline issues

In order to be eligible for WELDING courses, you must have the following:

- a. Passed EOC tests (preferably with a “meets” score- if not, teacher recommendation is needed.)
- b. 95% attendance
- c. No serious or persistent discipline issues

A student may be eligible for subsidies based on financial need for AP exam fees. See **Fees (All Grade Levels)** on page 58 for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** on page 34 for information on CTE and other work-based programs.

All 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.

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

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by using the Parent Portal or contacting the school district registrar at idonoho@hitchcockisd.org.

Automated Emergency Communications

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

[See **Safety** on page 85 for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal.

[See **Safety** on page 85 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.hitchcockisd.org. The complaint forms can be accessed www.hitchcockisd.org or on the campus or central office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

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If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—on and off campus, during remote and in-person instruction, and on district vehicles—and outlines 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 summer instruction, the Student Handbook and Student Code of Conduct in place for the school 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

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 contact information for each campus behavior coordinator is available on the district's website at www.hitchcockisd.org and the coordinator for this campus is listed below:

Hitchcock Primary School
Assistant Principal
5901 FM 2004 Hitchcock, Texas 77563
409-316-6467

Stewart Elementary
Brandon Barron, Assistant Principal
Assistant Principal
7013 Stewart Rd., Hitchcock, Texas 77563
bbarron@hitchcockisd.org
409-316-6543

Crosby Middle School
Jon Reese, Assistant Principal
Assistant Principal
6625 FM 2004 Hitchcock, Texas 77563
jreese@hitchcockisd.org
409-316-6542

Hitchcock High School
John Aleman, Assistant Principal
Assistant Principal
6629 FM 2004 Hitchcock, Texas 77563
jaleman@hitchcockisd.org
409-316-6544

Deliveries

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

Disruption of School Operations

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

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

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

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

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 and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;

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

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and

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- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

[See **Scholarships and Grants** on page 65 for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should make an appointment with their campus 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.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page 66, **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 35, and **Dating Violence** on page 46.]

Course Credit (Secondary Grade Levels Only)

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

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

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

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

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The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

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

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP); or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, 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 or at www.hitchcockisd.org. [See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures** on page 50.

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html) (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>).

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, 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 a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but are not 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 that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, 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, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 32]

The district will promptly notify the parent 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 parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its 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 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 47.]

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, newspapers, yearbooks, brochures, flyers, and the like.

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

Nonschool Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, or circulating 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 nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The campus principal has designated the front office or main hallway as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool 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.

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

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the superintendent for prior review. The superintendent 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 DGBA or GF for more information.]

The superintendent has designated campus principals to determine the location for approved nonschool materials to be placed for voluntary viewing or collection.

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.

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- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a non curriculum-related student group meeting held in accordance with policy 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 nonschool 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)

Board Policy: FNCA (LOCAL) STUDENT CONDUCT: DRESS CODE

PURPOSE *The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority.*

GENERAL

GUIDELINES *Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations.*

The District prohibits pictures, emblems, or writings on clothing that:

1. *Are lewd, offensive, vulgar, or obscene*
2. *Advertise or depict tobacco products, alcohol beverages, drugs, or any other substance prohibited under FNCF (LEGAL).*

The student and parent may determine the student's personal dress and grooming standards, provided that they comply with the general guidelines set out above and with the student dress code outlined below and in the student handbook.

EXTRACURRICULAR

ACTIVITIES *The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action, as specified in the Student Code of Conduct. [See FO series]*

Hitchcock ISD Board of
Trustees Approved: May 2019
Effective: 2019 - 2020

Campus Guidelines **(All grade levels)**

CLOTHING *Must be worn at the natural waistline. They shall be neat and clean and have no*

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PANTS	<i>holes with skin showing above the knee. Shorts shall be at least fingertip length. In the case of leggings- tops should be worn that are fingertip length.</i>
SHIRTS	<i>Must have sleeves and be made of a solid material, no see-through material allowed. Shirts must be long enough to cover midriff (when arms are raised) and not have spaghetti straps, off the shoulder, or cold-shoulders. No advertisement is allowed if not school appropriate (i.e. alcohol, guns, violence, illegal activities, etc.) Hoodies may be worn, but no hood, on any part of the head, is permitted in the building.</i> <i>No undergarments shall be visible at any time during the school day or at extracurricular activities</i>
SPIRIT SHIRTS	<i>Hitchcock Bulldog spirit shirts may be worn on any day.</i>
ATHLETIC APPAREL	<i>May be worn but must meet the requirements listed above for pants, shorts, and shirts.</i>
SKIRTS, DRESSES, & JUMPERS	<i>Must at least be fingertip length. If there is a slit or hole in the skirt, it may not be higher than fingertip level.</i>
SLEEPWEAR	<i>Sleepwear shall not be permitted.</i>
COAT/ JACKET/ SWEATER	<i>Long coats may not be worn. Hooded jackets are allowed, but the hood may not cover any part of the head in the building.</i>
MAKE-UP	<i>Excessive make-up that is deemed a distraction is not permitted. Unnatural contact lens colors are not allowed.</i>
HAIR	<i>Shall be neat and clean and a natural color. Hair shall not hang in the face to obscure the eyes. Facial hair shall be properly groomed with no cuts or shave-ins on the brow.</i>
EARRINGS/ JEWELRY	<i>The only piercings allowed are on ears or a small nose stud. Band-Aids to cover to cover non-dress code piercings are not allowed. Spiked jewelry, including earrings, is not allowed.</i>
SUNGLASSES	<i>Sunglasses shall not be permitted to be worn in the building. They shall be removed upon entering the building. Dark glasses are permitted only with a written verification of need by a doctor.</i>
FOOTWEAR	<i>Shoes must be closed toed and have a full back. Any shoe that does not fit that description is not allowed. This includes, but is not limited to: Crocs, slides, shower shoes, house shoes, sandals, etc.</i>
HATS	<i>The following head coverings/accessories are not permitted: beanies, cap, hat, bonnet, bandana, hair roller, hair net, or long-handled comb, rakes or picks.</i>

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TATTOOS	<i>Any lewd, obscene, gang-related, or tattoos considered to be inappropriate for school must be covered at all times.</i>
RELIGIOUS/ MEDICAL EXCEPTIONS	<i>The school administration may grant an exception to any of the above positions if a student has a legitimate religious, physical or medical condition rendering compliance with the provisions detrimental to the student's physical health as provided by their health care provider or is against their religion and documentation is on file.</i>
PURSES, BOOK BAGS, BACKPACKS	<i>They must be school appropriate with no advertisement or inappropriate writing on them.</i>
	<i>IDS Students must wear their school assigned ID at all times on a lanyard or a clip and appropriately displayed. Alterations of a school ID will not be permitted. Lost or damaged IDs can be replaced for \$5. (IDs pertain to students at Crosby Middle School and the high school.)</i>
	<i>GANG IDENTIFIERS Any item of dress that is considered "gang-related" will not be allowed at any time on campus (this includes after-hours extracurricular events). These items include, but are not limited to, the following: bandanas, cuts or shave-ins on eyebrows, rosaries worn as necklaces, or any other gang affiliated items.</i>
	<i>PROHIBITED ITEMS Blankets, pajamas, pillows, and sleepwear.</i>
VIOLATIONS	<i>Appropriate discipline procedures for violations of the dress code shall be followed in accordance with the Student Code of Conduct.</i>

In situations covered in the student dress code, and those not specifically covered in the student dress code, the school administration shall have full authority to take the necessary steps in correcting those students whose appearance or mode of dress, in the judgment of the school administration, is distracting and/or disrupting to the normal operation of the school.

If an administrator determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned to in-school suspension (ISS) 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 Cell Phones, and Other Electronic Devices

In keeping with our district goal of maintaining a safe, healthy school environment, the following cell phone/electronic device policy will be in effect starting the 22-23 school year. Your child's safety and well-being is always the main factor in the decision-making process and research supports the adjustments to our policy. [FNCE (Local)]

CELL PHONE AND ELECTRONIC DEVICE POLICY

Definition for purposes of this policy: "electronic devices" shall include a wireless, mobile, or portable telephone, as well as any device that allows two-way communication via radio waves (i.e. Smart watches, tablets, headphones, earbuds, etc.) These devices shall include any device that can be used to store, record, or play auditory and/or visual information. The possession of electronic devices by students on school property, or while attending school-sponsored or school-related events is a privilege, not a right. A campus administrator, in the exercise or reasonable discretion in response to student misbehavior, abuse of the privilege, or other reasonable cause, may deny or cancel the privilege of possessing an electronic device.

In limited circumstances and in accordance with law, authorized personnel may search a student's personal telecommunications device. [See FNF (Local)] Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices, nor are they responsible for investigating electronic devices that are missing.

Electronic Device Policy- PreK-5th grade:

No student is allowed to have a cell phone or electronic device at school. If a device is brought, it will be confiscated and a parent/guardian will have to retrieve it from the front office.

Electronic Device Policy 6th -12th grade:

In order to assist students in communicating with family members, the District shall allow students to possess electronic devices on school property; however, student use of these devices during the school day on school property is prohibited. Any device or accessory brought by the student must be powered off and kept in the backpack during the school day.

CONSEQUENCES FOR CELL PHONE & ELECTRONIC DEVICE VIOLATIONS

If a student violates any of the policy stated above, any staff member present will confiscate the phone or other electronic device and the student will face disciplinary action.

- If a device is confiscated:
 - Students and/or parents may pay a \$15 fine in order to receive the device at the end of the day.
 - If student chooses not to pay the fine, the phone will be returned at the end of the next school day.
 - If a student refuses to surrender a cell phone or electronic device, a minimum of three days of ISS will be assigned and he/she will be charged a \$15 fine.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and 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 on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

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. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See **Graduation** on page 60 and **Standardized Testing** on page 91.]

English Learners (All Grade Levels)

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

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will 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 Spanish, as mentioned at **Standardized Testing** on page 91, may be administered to an English learner up to grade 5. In limited circumstances, a

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student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

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

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

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 95.]

Eligibility for 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 and parents can access the [UIL Parent Information Manual](https://www.uil texas.org/athletics/manuals) (<https://www.uil texas.org/athletics/manuals>) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report 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.

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

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- 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.

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- 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 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered 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:

Student Council; National Honor Society; National Junior Honor Society; Class Officers; and any authorized club on campus.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.

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- 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 95.]
- A maximum fee of \$50 for 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 for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any 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 47.]

Grade-Level Classification (Grades 9–12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12.5	Grade 11 (Junior)
19	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

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- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page 84 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

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If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See **Standardized Testing** on page 91.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page .

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public

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universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.

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- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Students will have the opportunity to complete the applications in a senior level course. In addition, Application Nights will be held monthly by the school counselor to aid students and parents in completing the application along with the ApplyTexas application.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation 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

Student Handbook

sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit \(https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures\)](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

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

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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 a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course 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

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

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

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

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

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Graduation activities will include:

- Graduation Practice
- Senior Walk
- Graduation

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

The following students and student groups shall be recognized at graduation ceremonies:

- Valedictorian
- Salutatorian

Graduation Speakers

Certain graduating students will be given an opportunity to speak 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 the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers** on page 94 for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses 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. [See **Fees** on page 58.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

See **College and University Admissions and Financial Aid (All Grade Levels)** on page 40 for more information.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Hazing (All Grade Levels)

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

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

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

[See **Bullying** on page 32 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

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

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 and the school nurse determines that the child should go home, the nurse will contact the parent.

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

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The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://dshs.texas.gov/immunize/school/exemptions.aspx\)](https://dshs.texas.gov/immunize/school/exemptions.aspx) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

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

The school nurse can provide information on immunization requirements. 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.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 72 .

[See the DSHS's [Texas School & Child Care Facility Immunization Requirements \(https://www.dshs.state.tx.us/immunize/school/default.shtm\)](https://www.dshs.state.tx.us/immunize/school/default.shtm) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.state.tx.us/schoolhealth/lice.shtm) (<https://www.dshs.state.tx.us/schoolhealth/lice.shtm>).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be 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.

In accordance with policy FFAC, authorized employees 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 provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

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At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may 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 health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

[See also **Food Allergies** on page 73.]

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized [*school personnel and/or school volunteers*] who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine auto-injector” is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel] are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis [*at an off-campus school event or while in transit to or from a school event*] when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

Unassigned Prescription Asthma Medication

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow a school nurse to administer an unassigned prescription asthma medication on a school campus to a student with diagnosed asthma if the nurse, in his or her professional judgment, reasonably believes the student is experiencing symptoms of asthma that warrant

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administration of the medication and the district has obtained prior written consent from the student's parent or guardian.

The school nurse may only administer unassigned prescription asthma medication to a student on a school campus. Please be aware that a school nurse will not always be available at a campus to administer this medication.

"Unassigned asthma medication" means a fast-acting bronchodilator delivered by metered dose inhaler with single use spacer or by nebulizer as a rescue medication, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of an asthma medication, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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.

Mental Health Support (All Grade Levels)

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

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

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

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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. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 72 and **Consent to Provide a Mental Health Care Service** on page 73 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 44 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 73 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 74 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

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

Middle School

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

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

Temporary Restriction from Participation in Physical Education

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

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 obtain the results of his or her child's physical fitness assessment conducted during the school year by contacting:

Craig Smith
Athletic Director
6629 FM 2004, Hitchcock TX 77563
csmith@hitchcockisd.org
409-316-6544

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

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

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

See the UIL's explanation of [sudden cardiac arrest](https://www.uiltexas.org/health/info/sudden-cardiac-death) (<https://www.uiltexas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

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

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

Other Examinations and Screenings (All Grade Levels)

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.hitchcockisd.org for information regarding meningitis.

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

[See **Immunization** on page 67.]

Diabetes

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

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis* found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/) website (<https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/>)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. [See **Celebrations** on page 35 and policy FFAF for more information.]

Seizures (All Grade Levels)

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 20 and contact the school nurse for more information.]

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

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- The district nurse:

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Karen Peterson, R.N.
District Nurse
6629 FM 2004, Hitchcock TX 77563
kpeterson@hitchcockisd.org
409-316-6544

- The district crisis/at risk counselor:

Vickie Rabino
Crisis/At-Risk District Counselor
6625 FM 2004, Hitchcock TX 77563
vrabino@hitchcockisd.org
409-316-6542

- The local public health authority: Galveston County Health District which may be contacted at 9850 Emmett Lowry Expy A108, Texas City, TX 77591, 409-938-7221.
- The local mental health authority: Galveston County Mental Health Resources, which may be contacted at: Gulf Coast Center @ 866-729-3848 or <https://gulfcoastcenter.org>
- NAMI Gulf Coast Helpline: 281-585-3100 or <https://namigulfcoast.org>

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/Home/Index/503>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

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In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

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

- Wellness and Health Services - HISD employs a District Nurse to coordinate a comprehensive wellness program for all grade levels. Registered Nurses are on three (3) campuses: Kids First Head Start, Crosby Middle School, and Hitchcock High School. As part of the Registered Nurse's scope of practice, she/he will conduct assessments and make referrals for specialized health care. Parents will be contacted and work with the school nurse to develop Health Care Plans, administer prescription medication, manage medical files, perform annual screenings for vision, hearing, scoliosis, and Type II Diabetes on mandated grade levels. Health Aides at Hitchcock Primary and Stewart Elementary are certified by the state of Texas to conduct the annual screenings.
- Physical Examinations - UTMB Physicians have been contracted by HISD to rotate through all grade levels to examine and make referrals for specific health care needs. Physicians also provide Sports Physicals for athletes at Crosby and Hitchcock High School, free of charge to the families of our athletes. Mass physicals are done in April and May of each school year.
- Immunizations - Each school campus health care personnel is responsible for the accuracy and complete immunization record for every student. The district is audited twice each school year, once in October by the state and again in March by Galveston County. Every student must be immunized according to the law in order to attend a public or private school.
- Medical Treatment - all district personnel are trained to provide emergency first aid. All school clinics are staffed and are supplied with the equipment to handle emergency care. Emergency Medical Technicians (EMTs) will be activated through 911 if warranted. Parents will be notified immediately. Staff are also trained to care for our students with Asthma, Seizures, Diabetes, Severe Allergies, and medically fragile students that require medical intervention while at school. The staff that work with our Medically Fragile population are also certified in CPR.
- Communicable Diseases - a list of reportable conditions that require our health care team to notify the Health Department are posted in each school clinic.
- School-based Health Centers - our district no longer houses a School-based Health Center. Due to extreme budget cuts, UTMB could no longer support a free clinic for our students.
- Care Plans - only Registered Nurses may write Care Plans for those students whom, after a thorough assessment by the RN, believes that the student would benefit from a written care plan to be followed while the student is at school or an approved school function. The District Nurse Registered Nurse will assess and write care plans for students at Primary, Stewart and the High School.
- Trauma/Informed Care - Our comprehensive and supportive health care team, including nurses, student liaisons, counselors and school administrators, will work together to support students and families within our district in need of specialized services.
- Crisis Intervention- each campus, under the guidance of the administration, has formed a crisis intervention team to respond to emergency situations that could occur during the school day. Signage is also posted in the halls and classrooms to direct faculty and students as to their response in an emergency situation.
- Student Support Services - include Health Care Services, Counseling Services, Special Education Services, 504 Services, Nutrition Services, and Homeless Services can be accessed by students and parents by contacting their school administrators.

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- Student Safety - is the responsibility of every person, parent and student within the school. First and foremost, we strive to provide a safe learning environment for every student. The district employs Resource Officers at the Middle and High Schools. Our officers provide guidance for students, teach safety lessons in the classroom and conduct safety training for our faculty.
- Child Abuse and Neglect - School District personnel are Mandatory Reporters. If a faculty member has reason to believe that a student has been abused, neglected or sexually assaulted, they are required by law to report that abuse to the Department of Family and Protective Services or the local law enforcement. It is not the responsibility of the faculty to investigate the validity of the information, but only to report what the student has told them or by the extent of an injury that the child presents.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Karen Peterson, R.N.
District Nurse
6629 FM 2004, Hitchcock TX 77563
kpeterson@hitchcockisd.org
409-316-6544

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the district nurse.

[See policies BDF and EHAA for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Karen Peterson, R.N.
District Nurse
6629 FM 2004, Hitchcock TX 77563
kpeterson@hitchcockisd.org
409-316-6544

Homework (All Grade Levels)

Homework is a necessary part of the instruction process that begins in the classroom, extends into home, and provides a way for families to become aware of instructional programs and their child's educational program. Homework should be limited in nature and not be used to introduce new concepts; instead it should be used as independent practice for students and for test preparations. Completion of homework may be used as an assessment of the student's work ethic. Students may occasionally have additional homework time assigned to them beyond the

recommended amounts for their grade level due to work on special assignments, such as research papers, projects, or reports. Homework will be examined or corrected under the direction of the teacher. Homework assignments should include practicing math facts, spelling words, and reading, which may include oral reading, home readers, or accelerated reader books, depending on grade level.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

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

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. 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 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 the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day

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the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch-

Students are not permitted to leave campus during lunch for any other reason, except with the permission of the principal.

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

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade** on page 30.]

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 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 timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Grades 9–12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. 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) for more information.]

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

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

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

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Sharanda Harrison-Anderson
Coordinator of Human Resources
7801 Neville Ave., Hitchcock, Texas 77563
sharrison@hitchcockisd.org
409-316-6545

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Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Coordinator of Special Programs
7801 Neville Ave., Hitchcock, Texas 77563
409-316-6545

- For all other concerns regarding discrimination, see the superintendent:

Mr. Travis W. Edwards
Superintendent of Schools
7801 Neville Ave., Hitchcock, Texas 77563
tedwards@hitchcockisd.org
409-316-6545

[See policies FB, FFH, and GKD for more information.]

Nontraditional Academic Programs (All Grade Levels)

Hitchcock ISD participates with the Collegiate High School program that is conducted on campus at College of the Mainland. Students interested must meet both the district's and COM's criteria to be eligible. A limited number of spaces are provided for students and Hitchcock ISD covers the majority of the cost for the program for those students. If, more students apply than spaces allows, the students not selected can still participate in the program, but it will not be covered financially by the district. Students who participate in Collegiate High School are still able to participate in UIL and extracurricular activities at Hitchcock High School. They will also participate in graduation ceremonies at both Collegiate and Hitchcock High School.

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all 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.

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- 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 44.]
- 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 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 84.]
- Becoming a school volunteer. [See **Volunteers** on page 97 and policy GKG for more information.]
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 76 and policies BDF, EHAA, FFA for more information.]
- 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. Regular board meetings are held on the *third Tuesday* of each month at 6:30 p.m. at *Hitchcock ISD Administration Building located at 7801 Neville Ave. Hitchcock, Texas 77563*. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at *Hitchcock ISD Administration Building located at 7801 Neville Ave. Hitchcock, Texas 77563* and online at www.hitchcockisd.org. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

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

Students must request a parking permit and pay a \$15.00 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules. Violation of these rules may result in the suspension or revocation of parking privileges.

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

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

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

Prekindergarten—Grade 3

A parent may request in writing that a student repeat prekindergarten, kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Elementary and Middle/Junior High Grade Levels

In grades 1 - 5, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, reading, and mathematics.

In grades 6 - 8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, science, mathematics, and social studies. A failing student who attends summer classes and who passes the corresponding district test(s) may then advance to the next grade.

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification** on page 59.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 60 and **Standardized Testing** on page 91.]

Release of Students from School

[See **Leaving Campus** on page 78.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

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

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

Report cards with each student's performance and absences in each class or subject are issued at least once every 9 weeks.

At the end of the fourth week of a nine-week grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 84 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. 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 **Grading Guidelines** on page 59 and policy EIA(LOCAL) for more information.]

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.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 2 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. 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 all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by Campus P3, A school safety technology initiative.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

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

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

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

Emergency Medical Treatment and Information

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

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

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

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

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

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

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 changes. State law requires parents to update contact information within two weeks after the date the information changes.

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: District Facebook page, District Website, and School Messenger System.

[See **Automated Emergency Communications** on page 42.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 91.]

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

After school begins, schedule changes for special circumstances must be made through the Counselor's office and approved by the campus principal. For more information, please contact the campus counselor.

School Facilities

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 central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Chris Armacost
Director of Facilities and Operations
7801 Neville Ave., Hitchcock, Texas 77563
carmacost@hitchcockisd.org
409-316-6545

Food and Nutrition Services (All Grade Levels)

Hitchcock ISD is participating in the Community Eligibility Provision (National School Lunch Programs). Under this option, all children in Hitchcock ISD will receive breakfast/lunch at no charge.

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.

The district follows all applicable local and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day.

[See policy CO for more information.]

No student shall be permitted to leave campus during lunch or to call in orders to off campus businesses for take-out delivery to the school.

Students who leave campus during lunch or at any other time without administrative approval shall be subject to disciplinary action in accordance with the Student Code of Conduct.

[For more information see FEE (LOCAL)]

Vending Machines (All Grade Levels)

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

[See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to 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 questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Chris Armacost
Director of Facilities and Operations
7801 Neville Ave., Hitchcock, Texas 77563
carmacost@hitchcockisd.org
409-316-6545

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit:

- Monday through Friday during school hours, unless the library is closed for other educational activities.
- Hours and days posted by campus librarians and may differ from school to school.

Use of Hallways during Class Time (All Grade Levels)

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

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

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

The following areas are open to students at the campuses before/after school, beginning at:

- Kids First Head Start @ 7:00 am to 7:30 all bus/car riders enter through the cafeteria. After 7:30, they must enter through front entrance. From 2:00 to 2:10 pm all daycare/bus riders exit from the cafeteria and car riders exit from the front entrance.
- Hitchcock Primary @ 7:30 am- cafeteria or outside their classroom doors. After school look for posted days for Academic UIL or KIK club.
- Stewart Elementary @ 7:30 am- cafeteria or hallway outside their classroom doors. There are no areas open after school.
- Crosby Middle School @ 6:55 am- grab and go breakfast and then go to 1st period class. After school times and areas vary per activity. No student should be on campus after school if they are not involved in an adult-supervised afterschool program.
- Hitchcock High School @ 6:45 am-

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.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Non-curriculum-Related Groups (Secondary Grade Levels Only)

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

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

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

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

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** on page 58 for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

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

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

District Property (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See **Electronic Devices and Technology Resources** on page 55 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

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

Vehicles on Campus (Secondary Grade Levels Only)

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

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English 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:

Coordinator of Special Programs
7801 Neville Ave., Hitchcock, Texas 77563
409-316-6545

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's 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-A (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 TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

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

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

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the

student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See **Complaints and Concerns (All Grade Levels)** on page and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

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

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

Standardized Testing for a Student in Special Programs

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

Personal Graduation Plans - Middle or Junior High School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

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

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

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

[See **Personal Graduation Plans** on page 63 for information related to the development of personal graduation plans for high school students.]

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

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

- Algebra I

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- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless 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. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

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

An admission, review, and dismissal (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 (PGP).

[See **Graduation** on page 60.]

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

Students in Foster Care (All Grade Levels)

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

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

Vickie Rabino
District At Risk Counselor
6625 FM 2004, Hitchcock, Texas 77563
vrabino@hitchcockisd.org
409-316-6542

[See **A Student in the Conservatorship of the State (Foster Care)** on page 93.]

Students Who are Homeless (All Grade Levels)

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

For more information on services for students who are homeless, contact the district's homeless

Vickie Rabino
District At Risk Counselor
6625 FM 2004, Hitchcock, Texas 77563

vrabino@hitchcockisd.org
409-316-6542

[See **A Student Who is Homeless** on page 93.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: daily announcements at campuses where there is a public address system; and any additional events designated by the District. 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 **Graduation** on page 60 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer school is offered on several campuses. It is a 3-week program that runs Monday - Thursday (times vary per campus). Transportation is available and breakfast is served at each site. In addition to summer school- there are also different academic camps offered during the summer. These are usually a week long program offered at either Stewart or Crosby.

Tardies (All Grade Levels)

A student who is tardy to class may be assigned to detention or other disciplinary action according to campus procedures. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the **Student Code of Conduct**. Three (3) tardies will count as one (1) day's absence. (Hitchcock High School- Three (3) tardies will count as one (1) absence when determining eligibility for being excused from taking midterm/final exams.)

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is 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.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)** on page 86.

Transfers (All Grade Levels)

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

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

[See **Safety Transfers/Assignments** on page 95 , **Bullying** on page 32 , and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 90, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 89.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living in the Hitchcock ISD boundaries and to any students who are experiencing homelessness. This service is provided at no cost to students. Due to the hazardous traffic conditions of FM 2004, Hwy 6, and railroad tracks, the district provides transportation to all students in the district.

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

For additional information, please contact:

Bridget Williams
Supervisor of Transportation
7801 Neville Ave., Hitchcock, Texas 77563
bwilliams@hitchcockisd.org
409-316-6551

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Transportation at 409-316-6551.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, 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.

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- 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, including loss of the privilege to ride in a district vehicle.

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

Vandalism (All Grade Levels)

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

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment 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 as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

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

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 10 for video and other recording by parents or visitors to virtual or in-person classrooms.]

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 comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

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Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 10 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact:

Kristie Sheppard
Administration Receptionist
7801 Neville Ave. Bldg. B, Hitchcock, TX 77563
ksheppard@hitchcockisd.org
409-316-6545

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

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, also referred to as supplemental instruction, is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

Accelerated learning committee (ALC) is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

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

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes 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.

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

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

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which 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 years of age or older directs the school not to release directory information.

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IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

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

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

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

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required 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 help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist 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.

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for 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; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines

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conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

TXVSN stands for 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 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: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/Policy/Code/503?filter=FFI> Below is the text of *Hitchcock ISD's* policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on *November 14, 2017*

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

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 FGG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and 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 Claims	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

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immediately report the alleged acts to a teacher, school 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.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

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, sex, 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 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 (10) 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

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action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

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 whether 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 website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

APPENDIX II

Grading Guidelines—Administrative Procedure

**Hitchcock Independent School
District**

Administrative Procedure

**Grading
Guidelines**

Grades 1-2

GRADING SCALE & CONVERSION SCALE

Numerical Grades – A numerical grade must be given on the report card in grades 1 -2 in all academic subject areas. Grades are reported in accordance with State law as follows:

NUMBER	LETTER EQUIVALENT	
90-100	A	Excellent Progress
80-89	B	Good Progress
70-79	C	Average Progress
69 or below	F	Failure
	I	Incomplete

Numerical grades are given for English/language arts, math, social studies, science, and spelling.

English/language arts grades are composed of grades from these subjects: English grammar, reading, writing composition.

GRADING KEY

For physical education, art, music, and conduct/citizenship, the following grades will be earned:

Excellent (100 – 90)

Satisfactory (89 – 80)

Needs Improvement (79 – 70)

Unsatisfactory (69 or below)

GRADING PROCEDURES

The minimum grades per nine weeks will be: Two daily grades per week per subject for the nine-weeks grading period and a minimum of three assessments (test) per nine-week grading period (one every other week). *In elementary, some subjects (Science/Social Studies) are taught on a rotating basis. For these two subjects, a minimum of two grades per week for each subject taught will be the minimum number of grades.

Project grades, overall writing grades, and test grades may count as one grade. The teacher will inform the student and parents before the project or writing assignment begins or before material is taught when the assessment will count as two grades. Major projects and writing compositions may be graded by a rubric. The student will have the rubric prior to beginning the project. Several incremental grades may be taken on these assignments, as well as an overall grade.

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Daily Grades/Quizzes/ Homework	75%
Test Grades	25%

Grade Promotion Standard (from Board Policy EIE)

GRADES PK-2	In grades PK-2, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in English/Language Arts, and Mathematics. A failing student who attends summer classes and who passes the corresponding district test(s) may then advance to the next grade.
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MAKE-UP WORK

Students will be given 2 days for each absence to complete missed classroom assignments. Extenuating circumstances (for example, extended illnesses) will be taken into consideration by the teacher and principal when assigning due dates for make-up work assignments. Parents may request make-up work assignments to be picked up if the student is absent more than 2 consecutive days.

RE-TEACHING/RE-TESTING

Re-teaching shall occur if 25% or more of all students in the teacher's classroom do not demonstrate mastery on a test. The teacher shall provide, during class time, the opportunity for re-teaching and re-testing using full credit.

Individual students failing a unit or weekly test that counts as periodic mastery shall be re-taught and re-tested over those essential knowledge and skills. Re-teaching may be achieved in tutorial sessions, individualized programs, review sessions, and/or special remediation techniques. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections, or a formal test. A maximum grade of 70 shall be recorded for the retest. If the first test and the retest are both below 70, the higher of the two grades shall be recorded.

HOMEWORK

Homework is a necessary part of the instructional process that begins in the classroom, extends in the home, and provides a way for families to become aware of instructional programs and their child's educational program. Homework should be limited in nature and not be used to introduce new concepts; instead it should be used as independent practice for students and for test preparation. Completion of homework may be used as an assessment of the student's work ethic.

Students may occasionally have additional homework time assigned to them beyond the recommended amounts for their grade level due to work on special assignments, such as research papers, projects, or reports. Homework will be examined or corrected under the direction of the teacher.

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Homework assignments should include practicing math facts, spelling words, and reading, which may include oral reading, home readers or accelerated reader books, depending on grade level.

LATE WORK

Late work will be accepted up to two days late, with a maximum grade of a 70 awarded.

EXTRA CREDIT

- All extra credit is to be academic.
- The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit will count for no more than 5% of a student's total nine weeks grade.

POSTING GRADES

Teachers are required to post two grades per week in their online grade book.

GRADE/PROGRESS REPORTS

Grade reports shall be issued every 9 weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Pre-Kindergarten and Kindergarten will not issue grades the first nine-week period. Instead, parent conferences (including telephone conferences) will be held to review skills and checklists. Progress reports will be issued to all students approximately every 3 weeks (between report card issuances). More frequent progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.

Responsibility of Students

- Students will complete all assignments within the time limits given by the teacher.
- Students should evaluate their own work for accuracy and seek clarification as needed from the teacher.
- A student may be assigned to ISS for academic dishonesty, which includes plagiarism, cheating, unauthorized communication between students during an examination, copying the work of another or allowing others to copy work. In addition, academic dishonesty, plagiarism, cheating or copying will result in a grade of zero (0) and disciplinary action in accordance with the Student Code of Conduct.

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CONFERENCES

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent, as needed.

HONOR ROLL

Students shall be awarded honor roll when they achieve grades of 80's and 90's on the nine weeks report card. In addition, all other grades must be either E or S including the conduct grade.

CONDUCT GRADES

Conduct grades indicate how well students are performing in classroom citizenship. Conduct grades affect eligibility for participation in school activities; poor conduct interferes with a student's ability to learn in class. The following letter system is used to report a student's citizenship:

E	Excellent	The student has an excellent attitude, displays excellent work habits, is cooperative and observes school rules and regulations
S	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations
N	Needs to Improve	The student has a poor attitude, is at times uncooperative and at times disrupts class, and shows little respect for school and classroom rules and regulations.
U	Unsatisfactory	The student has a poor attitude and is uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations.

Grades 3-5

GRADING SCALE & CONVERSION SCALE

Numerical Grades – A numerical grade must be given on the report grade in grades 3 - 5 in all academic subject areas. Grades are reported in accordance with State law as follows:

NUMBER	LETTER EQUIVALENT	
90-100	A	Excellent Progress
80-89	B	Good Progress
70-79	C	Average Progress
69 or below	F	Failure
	I	Incomplete

GRADING KEY

Excellent (100 – 90)

Satisfactory (89 – 80)

Need Improvement (79 – 70)

Unsatisfactory (69 or below)

The above key is used for music, art, technology, band, and physical education. Numerical grades are given for reading, math, science, and social studies.

GRADING PROCEDURES

The minimum grades per nine weeks will be: Two daily grades per week per subject for the nine-weeks grading period and a minimum of three assessments (test) per nine-week grading period (one every other week).

Project grades, overall writing grades, and test grades may count as one grade. The teacher will inform the student and parents before the project or writing assignment begins or before material is taught when the assessment will count as two grades.

Daily Grades/Quizzes/ Homework 50%

Test Grades 50%

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Grade Promotion Standard

GRADES 3-5	In grades 3-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level STAAR standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading and mathematics. A failing student who attends summer classes and who passes the corresponding district test(s) may then advance to the next grade.
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MAKE-UP WORK

Students will be given 2 days for each absence to complete missed classroom assignments. Extenuating circumstances (for example, extended illnesses) will be taken into consideration by the teacher and principal when assigning due dates for make-up work assignments. Parents may request make-up work assignments to be picked up if the student is absent more than 2 consecutive days.

RE-TEACHING/RE-TESTING

Re-teaching shall occur if 25% or more of all students in the teacher's classroom do not demonstrate mastery on a test. The teacher shall provide, during class time, the opportunity for re-teaching and re-testing using full credit.

Individual students failing a unit or weekly test that counts as periodic mastery shall be re-taught and re-tested over those essential knowledge and skills. Re-teaching may be achieved in tutorial sessions, individualized programs, review sessions, and/or special remediation techniques. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections, or a formal test. A maximum grade of 70 shall be recorded for the retest. If the first test and the retest are both below 70, the higher of the two grades shall be recorded.

HOMEWORK

Homework is a necessary part of the instructional process that begins in the classroom, extends in the home, and provides a way for families to become aware of instructional programs and their child's educational program. Homework should be limited in nature and not be used to introduce new concepts; instead it should be used as independent practice for students and for test preparation. Completion of homework may be used as an assessment of the student's work ethic.

Students may occasionally have additional homework time assigned to them beyond the recommended amounts for their grade level due to work on special assignments, such as research papers, projects, or reports. Homework will be examined or corrected under the direction of the teacher.

Homework assignments should include practicing math facts, spelling words, and reading, which may include oral reading, home readers or accelerated reader books, depending on grade level.

LATE WORK

Late work will be accepted up to two days late, with a maximum grade of a 70 awarded.

EXTRA CREDIT

- All extra credit is to be academic.
- The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit will count for no more than 5% of a student's total nine weeks grade.

Responsibility of Students

- Students will complete all assignments within the time limits given by the teacher.
- Students should evaluate their own work for accuracy and seek clarification as needed from the teacher.
- A student may be assigned to ISS for academic dishonesty, which includes plagiarism, cheating, unauthorized communication between students during an examination, copying the work of another or allowing others to copy work. In addition, academic dishonesty, plagiarism, cheating or copying will result in a grade of zero (0) and disciplinary action in accordance with the Student Code of Conduct.

POSTING GRADES

Teachers are required to post two grades per week in their online grade book.

GRADE/PROGRESS REPORTS

Grade reports shall be issued every nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Progress reports will be issued to all students approximately every 3 weeks (between report card issuances). More frequent progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.

CONFERENCES

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent, as needed.

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HONOR ROLL

Students shall be awarded honor roll when they achieve grades of 80's and 90's on the nine weeks report card. In addition, all other grades must be either E or S including the conduct grade.

CONDUCT GRADES

Conduct grades indicate how well students are performing in classroom citizenship. Conduct grades affect eligibility for participation in school activities; poor conduct interferes with a student's ability to learn in class. The following letter system is used to report a student's citizenship:

E	Excellent	The student has an excellent attitude, displays excellent work habits, is cooperative and observes school rules and regulations
S	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations
N	Needs to Improve	The student has a poor attitude, is at times uncooperative and at times disrupts class, and shows little respect for school and classroom rules and regulations.
U	Unsatisfactory	The student has a poor attitude and is uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations.

GRADES 6-8

GRADING SYSTEM

Grade Promotion Standard

GRADES 6-8	In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, science, <i>and</i> social studies. A failing student who attends summer classes and who passes the corresponding district test(s) may then advance to the next grade.
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GRADING SCALE & CONVERSION SCALE

Numerical Grades – A numerical grade must be given on the report grade in grades 6 – 8 in all academic subject areas. Grades are reported in accordance with State law as follows:

NUMBER	LETTER EQUIVALENT	
90-100	A	Excellent Progress
80-89	B	Good Progress
70-79	C	Average Progress
69 or below	F	Failure
	I	Incomplete

Conduct Grades – Conduct grade indicates how well the student is performing in classroom citizenship. Conduct grades affect eligibility for participation in school activities; poor conduct interferes with a student's ability to learn in class. The following letter system is used to report a student's citizenship:

E	Excellent	The student has an excellent attitude, displays excellent work habits, is cooperative and observes school rules and regulations.
S	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations.
N	Needs to Improve	The student has a poor attitude, is at times uncooperative and at times disrupts class, and shows little respect for school and classroom rules and regulations.
U	Unsatisfactory	The student has a poor attitude and is uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations.

MINIMUM NUMBER OF GRADES

Teachers are required to record at least two grades per week and record at least (18) grades each nine weeks grading period. A minimum of 18 grades shall be recorded as daily grades and a minimum of three shall be test/periodic mastery grades. (See definitions periodic mastery.)

GRADE CALCULATION PROCESS

Grades shall be determined by the following:

Nine Weeks Grade:

Daily/Quizzes/Homework	40%
Test Grades/Periodic Mastery	60%

Semester Grade:

Nine Week Averages	45%/45%
Semester Exams, if given	10% of Semester Grade

If no semester exam is given, nine weeks grades will each count equally.

ASSIGNING GRADES

Types of Assessment

Daily Grades - Ongoing evaluation shall include class work, quizzes, homework, and performance grades that evaluate a student's short-term mastery.

Tests/Periodic Mastery- Periodic mastery shall include major (unit) tests, projects, research papers, or major reports. Long-term projects (nine-week or semester assignments), such as research papers, special projects, and the like, shall be graded at various stages of completion (ongoing evaluation) rather than only given a grade for the final product. For grades on non-written work (projects, speech, oral presentations, performances, or group work), the teacher shall clearly define evaluative criteria (i.e., rubric) with students before the exercise.

EXTRA CREDIT

- All extra credit is to be academic.
- The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit will count for no more than 5% of a student's total nine weeks grade.

HOMEWORK

Homework is an effective tool in developing good study habits. It is a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for families to become aware of the curriculum and their child's educational program. It should be

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purposeful and related to classroom experiences. Homework is assigned to increase learning time, to prepare for future discussions, and to practice concepts previously learned. Homework should never involve new concepts that have not been covered in class and should never be used as a disciplinary measure.

Homework is a contributing factor in learning, but shall not have equal weight with class work. It is recommended that the teacher not make a common practice of assigning homework over the weekend or holiday periods in order to preserve family time.

Homework shall be examined and corrected under the direction of the teacher. At times checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate.

In grades 6– 8, the recommended amount assigned per night shall be 60 to 90 minutes. Teachers shall divide the homework time allotted for their particular subject area so as not to exceed the maximum number of minutes for their grade level. Students may occasionally have additional homework time assigned to them beyond the recommended amounts for their grade level due to work on special assignments, such as, research papers, projects, and reports.

CLASS WORK

Class work is a classroom assignment that can provide meaningful practice in a concept or skill that has been introduced. Class work or daily work is work that is done at school under the supervision of the teacher and is completed before the end of class; however, there could be occasions where homework is necessary to complete special projects, reports, and the like. Homework may then be a contributing factor to periodic mastery grades.

MAKE-UP WORK

Students shall be expected to make up assignments and tests after absences. It is the responsibility of the student to request make-up work after the absence. Work assigned when a student is present is usually due immediately upon return to the next scheduled class. For work assigned when a student is absent, one day is given for each day missed up to a maximum of five scheduled days, except for extenuating circumstances. The principal must approve all extenuating circumstances. Make-up work will be completed outside of class time or at the teacher's discretion. Students shall receive full credit for satisfactory make-up work after an excused absence. If students are aware of pending absences which will be a minimum of three (3) consecutive days, they may deliver a written request to the office twenty-four (24) in advance to request their assignments. This notice gives teachers and administrative staff the opportunity to prepare the assignment for pick up.

LATE WORK

Late work will be accepted up to two days late, with a maximum grade of a 70 awarded.

RE-TEACHING/RE-TESTING/RE-EVALUATING

Re-teaching shall occur if 25% or more of all students in the teacher's classroom do not demonstrate mastery on a test. The teacher shall provide, during class time, the opportunity for re-teaching and re-testing using full credit.

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Individual students failing a unit or weekly test that counts as periodic mastery shall be re-taught and re-tested over those essential knowledge and skills. Re-teaching may be achieved in tutorial sessions, individualized programs, review sessions, and/or special remediation techniques. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections, or a formal test. A maximum grade of 70 shall be recorded for the retest. If the first test and the retest are both below 70, the higher of the two grades shall be recorded.

TESTING

Subject area tests/examinations (not daily quizzes) are used as tools to evaluate a student's long-term mastery of an objective, skill, or subject. Either teacher-made or commercially purchased, tests are periodic evaluations of a student's learning. When students are given an assignment to study for a subject area test, this test preparation will count as time allotted for homework for that particular class/subject area. Major tests will be scheduled at least a week in advance, and teachers will provide review opportunities through note taking, class discussions, study guides and/or reviews. A testing schedule will be followed in all core subject area classes. Each teacher will adhere to the test schedule. The principal must approve any variance from the test schedule in advance.

ACADEMIC DISHONESTY

Responsibility of Students

- Students will complete all assignments within the time limits given by the teacher.
- Students should evaluate their own work for accuracy and seek clarification as needed from the teacher.
- A student may be assigned to ISS for academic dishonesty, which includes plagiarism, cheating, unauthorized communication between students during an examination, copying the work of another or allowing others to copy work. In addition, academic dishonesty, plagiarism, cheating or copying will result in a grade of zero (0) and disciplinary action in accordance with the Student Code of Conduct.

PROGRESS REPORTS

Progress Reporting

Grade reports shall be issued every three weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

In grades 6-8, progress reports will be issued to all students approximately every 3 weeks (between report card issuances). More frequent progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.

CONFERENCES

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

Grades 9-12

AWARDING CLASS CREDIT

Mastery of Objectives

Student's academic achievement shall be based upon the degree of mastery of the District's course objectives, which reflect the Texas Essential Knowledge and Skills. (TEKS)

Minimum Standards

Student Requirements

Credits in the class will be awarded at the end of each semester. All the following criteria must be met.

- Semester grades may stand independently; or semester grades may be averaged and if the average of the two semesters equals a grade of 70 or higher, then the student will receive credit for both semesters.
- Students who repeat any semester of a yearlong course must make a grade of 70 or higher. A repeated semester grade stands alone and will not be averaged with any other semester grade.
- The student has a 90 % attendance in the class during the semester.
- Grades for semester courses will stand independently. Students must earn a grade of 70 or higher.

Grade-Level Advancement

Effective 2010-2011 for all incoming freshmen 2010-2011 school year.

<div>GRADE-LEVEL ADVANCEMENT</div>		Grade-level advancement shall be determined according to the number of credits earned each school year.					
Total Credits	Classificati on						
6	Sophomore						
12.5	Junior						
19	Senior						

Teacher Procedures

- The grades the student earns shall be recorded in the teacher's online grade book weekly.
- The student has a 90 % attendance in the class during the semester.
- Progress report grades will indicate actual grades earned.

Assigning Grades

Assessment

Responsibility of Teachers

- Only teachers will record grades for assignments.
- All records of grades and assessments become a part of the confidential record for the assessment of student performance.
- Teachers should inform students of content covered on assessments prior to the assessments.
- Teachers should return all graded papers and/or allow students to view work within a time frame that will benefit the student.
- Teachers are required to have a minimum of at least two (2) recorded grades per week (daily grades).
- Teachers are required to have a minimum of three (3) test grades/periodic mastery grades recorded per nine weeks.
- Per policy EIA (LOCAL), grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity.
- Teachers will provide students with a rubric for long-term projects/alternative assessments.

Responsibility of Students

- Students will complete all assignments within the time limits given by the teacher.
- Students should evaluate their own work for accuracy and seek clarification as needed from the teacher.
- A student may be assigned to ISS for academic dishonesty, which includes plagiarism, cheating, unauthorized communication between students during an examination, copying the work of another or allowing others to copy work. In addition, academic dishonesty, plagiarism, cheating or copying will result in a grade of zero (0) and disciplinary action in accordance with the Student Code of Conduct.

Types of Assessment

Nine-week grades shall be determined by daily grades and tests/periodic mastery. Daily grades shall include daily grades, quizzes, homework, and performance grades that evaluate a student's short-term mastery of an objective or a skill. Tests/Periodic mastery shall include major (unit)

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tests, projects, research papers, major reports, or some laboratory assignments that evaluate a student's long-term mastery of an objective, skill or subject. Long-term projects such as research papers, special projects, and the like shall be graded at various stages of completion (daily grades) rather than only given a grade for a final product.

Daily Work

- Class Work
 - Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process.
 - There could be occasions where class work becomes homework.

Homework

- Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents to become aware of the instructional program and their child's educational program.
- Homework should never be used as a disciplinary measure but should be used to enrich and strengthen classroom experiences.
- Homework should not be used to introduce new concepts; instead, it should be used as independent practice for students and for test preparation. Occasionally homework assignments may be used for discovery type learning.
- Homework shall be examined and corrected under the direction of the teacher.
- Pre-reading of text and/or novels may be necessary to prepare for classroom instruction.
- It is recommended the teacher not make a common practice of assigning double or triple homework to students over the weekend or holiday periods—in order to preserve family time for students and their families.
- The recommended maximum amount of homework assigned per night shall be 60 – 120 minutes for high school students. Teachers shall divide the homework time allotted to them for their particular subject area assignments so as not to exceed the maximum number of minutes.
- Students may occasionally have additional homework time assigned to them beyond the recommended amounts due to work on special assignments, such as research papers, projects or reports and the like; homework may then be a contributing factor to periodic mastery grades.

Quizzes

Quizzes are short assessments designed by a teacher to evaluate a student's ongoing level of understanding and progress towards unit objectives.

Quizzes do not have to be scheduled in advance. (This may include vocabulary quizzes.)

Periodic Mastery

Examinations (Tests)

- Examinations are assessments designed to measure a student's successful attainment of the TEKS as expressed in the curriculum objectives. Examinations/tests (not daily quizzes) are used as tools to evaluate a student's long-term mastery of an objective, skill, or subject.
- Major examinations or tests are considered to be chapter, unit concepts, or cumulative tests.
- When students are given an assignment to study for a subject area test, this test preparation will count as time allotted for homework for that particular class/subject area.
- Major tests are intended to take more than 30 minutes to complete.

Alternative Assessments

- Alternative assessments should be meaningful measures of real world tasks.
- The performance/product is the goal of instruction.
- This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting the relevant information, and presenting appropriate information.
- The method of presentation/product should be designed by the teacher, based on the subject area and content objectives. Teachers will provide students with a rubric for alternative assessments.
- Alternative assessments may be substituted for quizzes or daily grades in any subject or for major tests in non-STAAR subjects.

Term Papers/ Projects

- Term papers or projects are lengthy class work and/or homework assignments that may take up to several weeks for a student or group of students to complete.
- Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
- Teachers will inform students of the term paper/project grading guidelines or rubric well in advance of the due date.
- Term papers or projects assigned over a lengthy period are due on or before the due date. Students, who are absent on the due date, including school business absences, must meet the deadline.
- In grading a group project, members of a group should not be penalized for an individual's non-participation. Conversely, a student who does not fully participate, but participates to a limited degree, will receive a grade proportionate to his/her participation.

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Semester Exams

- Semester exams should be representative of the entire semester's work and may include STAAR test prep questions. Final exam schedules will be available on the website one month prior to the end of the semester.
- Any exceptions to this policy should be made at the department level and with principal approval.
- **Semester Exams will not be given early.** Students who miss semester exams due to absences must make arrangements with teachers to take exams within a two-week period. The student's grade on the semester exam will be reported as a zero, until the exam is completed.
- Students may qualify for Fall and Spring Semester Exam Exemptions if they satisfy all the requirements as listed below:

Exemptions for Final Exams

- A student in grades 9-12 shall be exempt from the semester exam in any course under the following conditions:
 - A student shall be exempt if he or she has a semester grade of at least 75 with three (3) or fewer absences.
 - The student shall have no discipline referrals in any class resulting in Saturday school or a more serious consequence.
 - For purposes of exam exemptions, 3 tardies shall equal one day allowed for absences.
- Students exempted from a final exam may choose to take the final exam in order to improve their average and class ranking.
- Note: College visits and medically excused days will not count as absences. The student must attend school for part of the day to be considered medically excused. A permission form must be obtained, before the college visit, from the counselor, signed by the teacher, parent, and the student, and returned to the counselor at least one week before the visit. Without proper documentation and prior approval, the absence will count against the exemption.

Weighting of Assessments

Grading Categories

Nine Weeks Average

- Tests/Periodic Mastery 60%
- Major Grades
- Alternative Assessments (non-STAAR subjects)
- Examinations

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- Major Products
- Major Projects
- Term papers
- Research papers or Projects

Ongoing Mastery 40%

- Daily Work
- Class Work
- Homework
- Notebooks
- Timed Writings
- Quizzes
- Labs
- (In the event that a cooperative program is offered, the employer evaluation may reflect 25 – 50 % of the grade)

Semester Averages

1 st Nine Weeks	42%
2 nd Nine Weeks	42%
Semester Exam	16%

In the event of semester exam exemptions, the average of the two nine-week grades will be the semester grade.

Conversion Scales (Academic/Honors)

Conversion scales are used when students transfer into the District with a numerical grade for which the District assigns a letter grade.

The following scale identifies the correlation between numerical and letter grades on the District level:

90	-	100	A
80	-	89	B
70	-	79	C
69 and Below			F

The following conversion scale shall be used when a student transfers with letter grades that include pluses and minuses.

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98	-	A+	77-79	-	C+
95	-	A	73-76	-	C
92	-	A-	70-72	-	C-
88	-	B+	69 & below		F
85	-	B			
82	-	B-			

Transfers with the following letter grades will be converted as outlined below.

98	-	E+	78	-	S
93	-	E	75	-	S-
88	-	E-	72	-	N
83	-	S+	50	-	U

Any other transfer grades that come into the district will be given to the counselors and principal to determine a conversion scale appropriate for the transfer grade(s).

NCAA – For the purposes of NCAA grade point assessment the high school reports grades numerically as follows in the conversion table:

90-100	A
80-89	B
70-79	C
69 and below	F

Converting Dual Credit Letter Grades to Number Grades—Hitchcock High School

(Administrative Procedure effective 03/07/2008)

When students from Hitchcock High School participate in dual credit courses at College of the Mainland or Alvin Community College, their grades are awarded on a semester basis. These community colleges use a letter grading system (A, B, C...) while HHS uses a numerical system (100, 90, 80...).

To convert letter grades to numerical grades fairly and consistently, the high school will use the following mid-point grades commensurate with the established Hitchcock ISD grading scale:

<u>College Grade</u>	<u>HISD Nr. Equivalent</u>
A	95
B	85
C	75

D	70
F	65 or below

University Interscholastic League (U.I.L.) Eligibility

(Refer to UIL website – <http://www.utexas.edu/admin/uil/admin/side/acad.html>)

A student who receives at the end of any grading period (after the first nine weeks of the school year) a grade below 70 in any class (other than an identified advanced/dual credit class) or a student with a disability who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. Students earning a grade of below 70, but not less than 60 in ANY “advanced”/ “dual credit” course may be eligible to participate in extracurricular activities, provided all other courses are passed. Tutorials will be mandatory for those students earning a grade of below 70. An ineligible student may continue to practice or rehearse. The student regains eligibility when the sponsor and/or supervisor determines if he or she has: (1) earned a passing grade (70 or above) in all classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.

All schools must check grades for all participants at the end of the first nine weeks of the school year. From that point, grades are checked at the end of the grading period whether it is nine, nine, or twelve weeks in length. Students who pass remain eligible until the end of the next grading period.

All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three-week school evaluation periods for ineligible students.

Re-teaching/Re-testing/ Re-evaluation

Re-teaching

Re-teaching shall occur if the concept taught and tested for tests/periodic mastery of the essential knowledge and skills or is a prerequisite for future learning, and if 25 percent or more of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a test. **The teacher shall provide**, during class time, the opportunity for **re-teaching and re-testing** using different methods of instruction, to the students not demonstrating mastery.

Re-testing (Individual)

- A re-testing/re-evaluation opportunity shall be offered to all students once per each nine-week grading period in each subject area to students who earn a failing grade (below 70) on any test/periodic mastery exam. Students may choose which exams to request a re-test/re-evaluation, but must do so within one week after the test has been returned or viewed. An individual may be required to attend one tutorial prior to re-testing.
- Re-testing/re-evaluation may include, but is not limited to: oral examination, test corrections, or a formal test.
- A re-test must cover the same essential knowledge and skills and must be of the same difficulty as the original test.

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- A student must score at least 70 percent on the re-test/re-evaluation to demonstrate mastery of the essential knowledge and skills. A grade of 70 is the maximum grade that may be earned on the re-test/re/evaluation and shall be recorded to designate that mastery.
- If a student fails to demonstrate mastery on the re-test/re-evaluation, the higher of the two grades shall be recorded.

Re-Evaluation (Group or Class)

If 25% or more of all the students in a single preparation per teacher do not demonstrate mastery, the teacher shall provide the opportunity for re-testing for full credit to all students during class time.

Non – Written Work

For grades on non-written work (projects, speeches, oral presentations/performances, individual performances, group work) the teacher shall share clearly defined evaluative criteria (example, rubric/point system) with students before the exercise. These criteria shall serve as documentation that is essential in a parent conference.

Make-up Work

Make-up work is available to any student who has been absent. Students are responsible for asking teachers for make-up work upon returning to class. The student is allowed the same number of days to complete the make-up work as the actual absence, plus one day. (Teachers may choose to extend the due dates in extreme circumstances.)

Students are expected to make-up assignments and tests after absences. Make-up work will be completed outside of class time or at the teacher's discretion. Students shall receive credit for satisfactory make-up work after an absence, and they will receive a zero for any assignment or test not made up within the allotted time.

Any student absent because of suspension is responsible for asking teachers for make-up work upon returning to class. The student is allowed the same number of days to complete the make-up work as the actual suspension, plus one day. If a student fails to turn in work, the grade will result in a zero.

Make-up work, including tests, may be of an altered version to assess what the student has learned. The work should be of the same difficulty level as the originally assigned work and assess the same knowledge and skills.

Late Work

Late work will be accepted up to two days late, with a maximum grade of a 70 awarded.

All grades must be finalized by the end of each semester.

Incomplete Grades

A student receiving an incomplete for a grading period has two (2) weeks to convert the incomplete grade to an earned grade. In unusual cases where the student has missed a large quantity of work, the time may be extended. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work. Incomplete grades will keep

a student from participating in UIL. (Refer to Section IV. University Interscholastic League). Therefore, incomplete grades will only be given for extenuating circumstances.

Communication

Parent-Teacher Conferences

The state and district requires each teacher to notify parents of the need for a conference at the nine weeks grading period if the grade is below the level required for course credit or grade level advancement.

Progress Reports

- Progress reports will be given every three weeks. [See reporting grades calendar]
- It is the student's responsibility to deliver the progress report to the parent or guardian. The parent/guardian is encouraged to contact the teacher regarding a student's progress.

Tutorials

The purpose of tutorials is to provide assistance for all students. While certain sessions may be limited to those students who are failing the course, it is also important to provide ample opportunity for all students to receive help outside of class time. All teachers are to be available for tutorials two times per week.

- Each teacher must offer at least two tutorial sessions per week for the purpose of providing assistance to students, with at least one being offered in the morning.
- Attendance at tutorials is voluntary and is not limited to those students having academic difficulty.
- Teacher will keep a log of students attending tutorials.

Class Ranking Charts

Class Rank

Students' semester grades are converted to the appropriate GPA scale, then averaged to obtain each student's GPA. The GPAs are sorted highest to lowest to determine class ranks.

- Honors (H)—Courses offered by the District to challenge students. These courses are more rigorous, and carry a higher grade point value than regular academic classes.
- Dual Credit (D)—College level courses taken to earn both high school and college credit. Several conditions must be met to participate in dual credit courses. They include, but are not limited to, classification as a high school junior, passing scores on State mandated grade level tests and community college entrance exam, recommendations from teachers, and parent and counselor approval.

Academic—The group of courses which includes all state-approved courses excluding the courses listed above.

Valedictorian and Salutatorian. The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

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- a. Have completed four years at the District high school.
- b. Have completed the Advanced/Distinguished Achievement Program for graduation.

Breaking Ties. In case of a tie in weighted GPAs after calculation to the thousandths place, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1. Count the number of dual credit, honors, and collegiate HS courses taken by each student involved in the tie.
2. Calculate a weighted GPA using only eligible grades in dual credit, honors, and collegiate HS courses taken by each student involved in the tie.
3. Calculate a weighted GPA using only eligible grades earned in English, mathematics, science, social studies, and languages other than English taken by each student involved in the tie.
4. Compare Scholastic Aptitude Test scores (SAT).

[For further information, see policy EIC.]

High-Ranking Student from the Recommended Graduation Plan

A District high-ranking student shall be chosen from the Recommended Graduation Program at the completion of all required credits on the basis of grades earned in all high school courses with at least the last two years of coursework having been completed at the District high school.

Honor Students

All graduating seniors with a GPA of 3.0 or above and graduating under the Distinguished Achievement or Recommended Graduation Program shall be named Honor Graduates. Early graduates or mid-term graduates are eligible for honor student status.

All Senior Students

All graduating senior shall be ranked according to their GPA from all high school courses at the end of the fifth nine-weeks of the senior year.

Any course from which a student has withdrawn, but in which he or she has received a semester grade, shall be counted. All two-or three-credit courses shall be counted—two or three times.

Early Graduates

Students who elect to graduate early may be considered for honor student status.

The overall average shall be compiled at the end of the fifth nine-week grading period of the student's junior year if they have made formal application and have been approved by the principal to participate in the graduation program.

A student wishing to graduate in fewer than four years shall notify the counselor's office in order to receive counseling regarding requirements and schedules. Written parental approval must be submitted with the notification.

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Students will receive a diploma. Early graduate students may participate in the graduation ceremonies at the end of the year.

Grade Point Averages

Grade point averages (GPAs) shall include all required high school courses, with the exception of correspondence credit and credit by examination (with or without prior instruction).

Transfer Students

A student who transfers into the District high school with higher-level course credits shall receive similar credits counted toward the GPA according to the list of higher-level courses offered in the District and the grade point scale used for credit earned in the District.

Modified Courses

For purposes of determining class rank for honor positions, courses that have been modified by the student's ARD committee as to the required content of the Texas Essential Knowledge and Skills (TEKS) shall earn grade points as reflected in the weighted grade point scale for the course that was modified.

This would include, but not limited to

<i>English I Modified</i>	<i>Algebra I Modified</i>	<i>Biology Modified</i>	<i>World Geography Modified</i>
<i>English II Modified</i>	<i>Geometry Modified</i>	<i>Chemistry Modified</i>	<i>World History Modified</i>
<i>English III Modified</i>	<i>Algebra II Modified</i>	<i>Physics Modified</i>	<i>U. S. History Modified</i>

Transcripts

Grades recorded on students' transcripts shall be identified with the following symbols:

A =	Articulated credit courses
C =	Courses taken by correspondence from an approved institute of higher learning
D =	Dual credit courses
E =	Credit by examination courses
G =	Gifted and talented courses
H =	Honors courses
L =	Local credit courses
P =	Advanced placement courses
Q =	Pre-advanced placement courses
R =	A course completed in summer school
S =	Courses taken with modified content prior to 2004-2005
V =	Courses taken with modified content after 2004-2005
X =	Innovative courses

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Z =	A course taken by distance learning, including television instruction
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Weighted Grade Scale

NUMERIC GRADE	Dual Credit	Honors/ Collegiate	Academic
100	5.0	4.5	4.0
99	4.9	4.4	3.9
98	4.8	4.3	3.8
97	4.7	4.2	3.7
96	4.6	4.1	3.6
95	4.5	4.0	3.5
94	4.4	3.9	3.4
93	4.3	3.8	3.3
92	4.2	3.7	3.2
91	4.1	3.6	3.1
90	4.0	3.5	3.0
89	3.9	3.4	2.9
88	3.8	3.3	2.8
87	3.7	3.2	2.7
86	3.6	3.1	2.6
85	3.5	3.0	2.5
84	3.4	2.9	2.4
83	3.3	2.8	2.3
82	3.2	2.7	2.2
81	3.1	2.6	2.1
80	3.0	2.5	2.0
79	2.9	2.4	1.9
78	2.8	2.3	1.8
77	2.7	2.2	1.7

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NUMERIC GRADE	Dual Credit	Honors/ Collegiate	Academic
76	2.6	2.1	1.6
75	2.5	2.0	1.5
74	2.4	1.9	1.4
73	2.3	1.8	1.3
72	2.2	1.7	1.2
71	2.1	1.6	1.1
70	2.0	1.5	1.0

Grades below 70 under any graduation plan do not earn grade points.

CALCULATION

The District shall include in the calculation of class rank grades earned in all high school credit courses regardless of when the credit earned, unless excluded below.

EXCLUSIONS

WEIGHTED GRADE SYSTEMS CATEGORIES

The calculation of class rank shall exclude grades earned in courses in which credit was earned outside the regular school year.

DUAL CREDIT

ACADEMIC

The District shall categorize and weight courses as dual credit, honors, collegiate HS, and academic in accordance with provisions of this policy.

Eligible dual credit courses designated in the District's grading guidelines shall be categorized and weighted as dual credit.

All eligible courses not designated as dual credit, honors, or collegiate HS shall be designated as academic courses.

WEIGHTED GRADE POINT AVERAGE (GPA)

The District shall convert semester grade points and calculate a weighted GPA in accordance with the following chart:

TRANSFERRED GRADES

When a student transfers grades for properly documented courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District.

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LOCAL GRADUATION HONORS

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the six week mark of the fourth nine weeks of the senior year. The average of the third nine weeks grade and the six week part of the fourth nine weeks grades shall be used as the semester grade for this purpose.

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC(LEGAL)]

CLASS	2019-2020 COST TO STUDENT				
	TUITION PER SEMESTER	BOOKS	SUPPLIES	LICENSE	COST TO BE PAID BY STUDENT
DUAL CREDIT/CTE					
Introduction to Criminal Justice	\$200	\$126	\$0	\$0	\$50 per semester
Orientation to Cosmetology Artistry of Hair, Theory & Practice	\$200	\$237	\$875	\$20	\$220
Introduction to Welding Fundamentals	\$200	\$284	\$350	\$0	\$150
Nurse Aide for Health Care I Nurse Aide for Health Care II	\$715	\$66	\$0	\$95	\$150
DUAL CREDIT					
2 Approved dual credit courses at College of the Mainland per semester	\$200 per semester	additional costs to be paid/supplied by HISD			\$50 per semester for 2 courses
COLLEGIATE HIGH SCHOOL	TUITION PER SEMESTER	BOOKS	SUPPLIES	LICENSE	COST TO BE PAID BY STUDENT
12 Hours	\$2,700 Annually	additional costs to be paid/supplied by HISD			\$200

Current Student cap - 15 students

(COM has local industry partnerships that will subsidize students that qualify for free/reduced lunch reducing the costs to \$266 per student.)