Andrews High School Student Handbook

2026-2027 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at www.andrews.esc18.net or (432) 523-3640.

Principal's Foreword

Welcome to Andrews High School. This outstanding school has a long tradition of excellence in academics, as well as athletics and all other extracurricular activities. We are part of a team working together to continually improve, set higher goals, raise our standards of education and achievement, and reach a common goal of excellence. We represent the community of Andrews and play a large role in shaping the future of the community as we teach the workers, leaders, mothers and fathers of tomorrow.

Our success in this mission depends on the successful collaboration of school, family and community. In order to promote clear communication and understanding of policies, procedures and expectations, Andrews High School publishes this student handbook. Please take the time to review this document as it provides important information about a wide variety of topics that will assist students in understanding and navigating the dynamic and complex environment that is high school in the 21st century.

The handbook is arranged by topic and a table of contents follows this page. Many helpful topics inform students and parents about student life, academic expectations and policies, as well as discipline and legal policies. Current academic offerings and graduation requirements are prescribed, as well as testing requirements and recommendations for post high school planning are delineated. In addition, there are multiple other pieces of information students and families will find useful and informative.

As we encounter another school year, each student, teacher, parent and staff member have roles to play in the story of Andrews High School. I would like to challenge you to contribute in your role of making Andrews High School better than ever before--one student at a time. We look forward to serving you and your student. Thank you for your support and for the privilege of working with your student. It's a great year to be a Mustang!

Respectfully,

Ben Huddleston

Principal

Andrews High School

Office hours: 7:45 a.m.- 4:15 p.m.

432-524-1910 or 432-523-3640 (extension 2127)

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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 Andrews High School 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 Andrews High School Student Code of Conduct. To review the Code of Conduct, visit the district's website. 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 the AHS Main Office.

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 AISD Administration Office, and an unofficial electronic copy is available at the Andrews ISD Board Policy Manual.*

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 Andrews High School.

The following forms will be completed during student registration or upon enrollment:

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

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

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact Andrews High School at (432) 524-1910.

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 or Provide a Mental Health Care Service
Unless required under state or federal law, a district employee or contractor of the district will not conduct a psychological or psychiatric examination, test, screening, 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 Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking
Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

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

For more information, see the district's abuse prevention instruction website: Mental Health Services.

In accordance with state law, a parent may:

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

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, Krista Scott, can be reached at kscott@andrews.esc18.net.

The mental health liaison can provide further information about 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.

[See Mental Health Support]

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
- Other original works

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated with 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 Receive Parenting and Paternity Awareness Instruction if a Student is Under Age 14
A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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 the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- 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 the 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 signed 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.

AISD Employee Code of Conduct and board policy has extensive requirements and restrictions for teachers using personal cell phones to communicate via text with students see DH(LOCAL). Teachers are encouraged to use Parent Square features or school email as the approved method of communicating with students. Students and parents should not expect individual communication via text message from teachers.

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 10 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.

The district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and award received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent objects to the release of the student's information included on the directory

information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll
- School newspaper
- Yearbook
- Recognition activities
- News releases
- Athletic programs

Note: Review Authorized Inspection and Use of Student Records.

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
- 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.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey
The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

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

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- 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 FA(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 FFA 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
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the Protection of Pupil Rights Amendment, including a PPRA Complaint Form.

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

Human Sexuality Instruction

Annual Notification

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

The district's curriculum regarding human sexuality instruction is embedded within our health curriculum at AHS, which is offered as an elective each school year.

In accordance with state law, a parent may:

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

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

- Presents abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devotes more attention to abstinence from sexual activity than to any other behavior;
- Emphasizes that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;

- Directs adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, it teaches contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

Reciting a Portion of the Declaration of Independence
State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of rights, in their historical context
- A specific recitation from the Declaration of Independence for students in grades 3–12.

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

- 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
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See EHBK(LEGAL) for more information.]

Reciting the Pledges to the U.S. and Texas Flags
A board shall require students, once during each school day, to recite the pledges of allegiance to the United States and Texas flags.

A parent may request that their 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 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. Further, the student must 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
- 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 10 percent of the days the class is offered.

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

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

Right of Access to Student Records, Instructional 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.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

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.

Teachers are required to provide a copy of the course syllabus for each class to the parent of each student enrolled in that class at the beginning of each semester. A parent may obtain additional copies of the syllabus by request from the classroom teacher.

District Review of Instructional Materials
A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

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

For more information about requesting an instructional material review, contact Krista Scott at kscott@andrews.esc18.net.

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, including:

- 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
- 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
- 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, 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
- 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 with 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—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

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

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
- 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
- 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. [See Objecting to the Release of Directory Information 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 superintendent 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 records custodian 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 answer questions.

A parent or eligible student who submits a written request and pays copying costs of 10 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.

The address of the principal's office is 1400 NW Ave K, Andrews, TX 79714.

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 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.

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

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
- Is currently teaching in the field of 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 virtual or hybrid courses offered by the district or another district or school
- 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
- Returning from a deployment of at least four months

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.

More information is available at Military Family Resources at the Texas Education Agency.

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 Texas Education Code 37.082.

The board may transfer a student who has engaged in bullying to another classroom. Transportation is not provided for a transfer to another campus. See the Principal for more information.

[See Bullying 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 their child to another district campus 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 10 district business days.

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

A student 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.

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 before 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 for 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)
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state

If you have questions, please contact the district's foster care liaison, Michelle Acosta at macosta@andrews.esc18.net.

[See Credit by Examination for Advancement/Acceleration–If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Is Homeless
A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

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

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one semester of a two-semester course
- Eligibility requirements for participation in extracurricular activities
- 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 with the district's eligibility, school selection, or enrollment decision may appeal through policy FNG (LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district's homeless education liaison, Michelle Acosta at macosta@andrews.esc18.net.

[See Credit by Examination for Advancement/Acceleration – If a Student Has Not Taken the Course/Subject and Course Credit]

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

For 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 through the district's multi-tiered system of academic and behavioral supports (MTSS). The provision of these intervention and support services, which might include (RTI) process, can have an impact on the ability of the district to meet the needs of all students.

If a student is experiencing learning difficulties, his or her parents 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 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 in writing. Districts must still comply with all federal prior written notices and procedural safeguard requirements, as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15-school-day timeline.

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

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 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 person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

David Lowder* - *Director of Special Education at 432-523-3640 ext. 1752

Michelle Martinez - AHS Diagnostician at 432-524-1910

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
- 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:

Anne McKee - Section 504 Coordinator at 432-523-3640 ext. 1767

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

- Legal Framework for the Child-Centered Special Education Process
- Partner Resource Network
- SPEDTEX: Special Education Information Center
- Texas First Project
- TEA Special Education Parent and Family Resources

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.

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

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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 Emergent Bilingual Students and Special Programs.]

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.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and support under Section 504 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 and policy FB for more information.]

Non-resident Students
Students who are living in the Andrews Independent School District with relatives or a legal guardian (parents are living in another district) must have a conference with the principal and appointed guardian before enrolling in Andrews High School. A student must live with a relative or legal guardian to attend Andrews High School. If the student is admitted, he/she and the guardian must sign a statement that the student will abide by all rules and regulations of the school. If, at any time, the student fails to do so, he/she may forfeit their privilege to attend Andrews High School. At such time, the student does not live with the approved guardian; he is subject to being withdrawn.

Transfer Students
Transfer students must meet state and local requirements. The high school principal or counselor will set local graduation requirements. Credits from a school not accredited by the Texas Education Agency will not be automatically accepted; they will be evaluated by the counselor and principal in accordance with their authority to establish the local graduation requirements.

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, 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 familiarize themselves with the issues addressed in this section. For guidance on a particular topic, please contact the AHS Attendance Office at 432-524-2125.

Absences/Attendance

Regular school attendance is essential for a student to make the most of his or her education. Absences from class may result in serious disruption to their education. The student and parent should avoid unnecessary absences. Good attendance is required at Andrews High School, and each student will be held to the highest standard.

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

Compulsory Attendance

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.

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
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk

- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship of the state:
    - An activity required under a court-ordered service plan
    - 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.]

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 Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Personal Communications and Other Electronic Devices.

Secondary Grade Levels
The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met;

- Authorized by the board under policy FEA
- The student receives approval from the campus principal
- The student follows campus procedures to verify the visit and makes up any work missed

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

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
- 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 the 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. A court of law may assess a penalty against the student's parents for violating the compulsory attendance law.

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

The notice will:

- Remind the parent of their duty to monitor the student's attendance and require the student to attend school
- Request a conference between school administrators and the parents
- 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 campus truancy prevention facilitators are AHS Administrators. Parents should contact their student's principal or any other campus administrator with any questions about student absences.

A court of law may impose penalties against a parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student aged 12–18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district will, in most circumstances, refer the student to truancy court.

[See policies FEA(LEGAL) and policy 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. The district may implement a behavior improvement plan as an alternative to revoking a student's enrollment.

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.]

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

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student 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.
- Follow the requirements in policy FEC(LOCAL).

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

Official Attendance-Taking Time
The campus will take official attendance every day during third period.

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

Documentation After an Absence
A parent must provide an explanation for any absence when the student arrives or returns to school. A phone call from the parent will be accepted, but it will be considered an unexcused absence. Doctor notes are required for absences dealing with illness or medical reasons and will be considered an excused absence. Doctor notes are due to the Attendance Clerk upon return to school.

The campus will document whether the absence is excused or unexcused in Skyward.

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
Upon return, a student who is absent 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 will 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.

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

[See policy FEC(LOCAL) for more information.]

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 on the district's form. Please contact the Attendance Office with any questions.

Assignments During Absence
All absences account for the 90 percent threshold regarding the state laws surrounding "Attendance for Credit or Final Grade" regardless if the absence is excused or unexcused.

Makeup Work for Absences
On all absences, the student will be allowed the number of days absent to complete missing assignments; time allotted will not exceed the number of days absent. The student will be responsible for obtaining and completing the makeup work within the time allowed. The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including extracurricular activities, so that the teacher and student may plan any makeup work. If an absence exceeds two days' duration, the parent may call the Attendance Clerk to have assignments sent home while the student is still absent.

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

More information is available on the Texas Department of Public Safety website.

Accountability under State and Federal Law

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

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division.

Activities on Sunday and Wednesday Evenings

Andrews Independent School District desires to maintain the kind of relations with community church groups that are in keeping with legal requirements and that promote harmony and goodwill. Therefore, it is the policy of the Board of Trustees that no administrator or employee of the School District shall sponsor on SUNDAY (ALL DAY) and WEDNESDAY EVENINGS (AFTER 6 P.M.) organized school activities that require the attendance of students.

Advanced Placement/Honors/Acknowledgement Forms*

The Advanced Placement (AP) Program is a cooperative educational endeavor between high schools, colleges, and universities. It exposes high school students to college-level material through involvement in an AP course, and it gives them the opportunity to show that they have mastered the content by taking an AP Exam. Colleges and universities can then grant credit, placement, or both to students who have met score requirements. Students in Advanced Placement classes will be expected to pay for materials and the $50 fee to take the AP exam. All students are required to take the exam and agree to do so by enrolling in the class. Students who achieve a score of 3 or better will be reimbursed for the cost of the exam.

Starting in 2025-26, students taking an AP course will be required to score a 3 or higher on the Advanced Placement (AP) exam. Any score below a score of 3 on the AP exam will not qualify for a

TIER 3 level course in GPA calculation, and will be calculated in GPA as a TIER 2 level course [See EHBN(REGULATION) and EHBN EXHIBIT.]

*Exhibits of the district's Advanced Placement/Honors policy are included as Appendix A at the end of this handbook.

AP/Honors Criteria
Entrance into an AHS Honors/AP class in 9th grade will be dependent on how the student performs on the 8th-grade assessment measures (RenStar or STAAR) outlined below. Once a student has qualified for an Honors/AP class at AHS, then they qualify to take that subject's Honors/AP class for the entire time at AHS (9th – 12th grades only). There will not be a need to "re-qualify" from year to year while at AHS once enrolled in the Honors/AP classes at AHS.

ALL incoming 9th grade students or for any incoming 10th, 11th , or 12th grade student not currently in an Honors/AP class must meet the following criteria to be enrolled in Honors/AP classes:

- To qualify for Honors/AP English at AHS, students must perform at the "Masters" level on the RenStar Reading Assessment. If a student does not perform at a "Masters" level on RenStar Reading, then they could qualify with an acceptable cut score on the STAAR Reading test.
- To qualify for Honors/AP Math at AHS, students must perform at the "Masters" level on the RenStar Math Assessment. If a student does not meet the RenStar requirement, then they could qualify with an acceptable cut score on the STAAR Math test.
- To qualify for Honors/AP Science at AHS, a student must meet the RenStar Reading OR Math requirement as stated above. Students who do not meet the RenStar requirement could qualify with an acceptable cut score on the STAAR Science test.
- To qualify for Honors/AP Social Studies at AHS, a student must meet the RenStar Reading requirement as stated above. Students who do not meet the RenStar requirement could qualify with an acceptable cut score on the STAAR Social Studies test.
- To qualify for AP Computer Science at AHS, a student must have Mastered the 8th Grade Math STAAR test.

OR

- Any high school student who does not qualify with the above criteria may qualify by demonstrating college readiness in each corresponding subject area on the TSIA2.

Students in certain Honors and AP courses will be required to complete assigned reading and other assignments during the summer prior to enrolling in the course. Failure to complete the assignment will significantly affect the grade that can be earned during the first six weeks of the new school year. The students are expected to complete all assignments/projects for the course and any exam requirements for any AP course attempted.

Armed Services Vocational Aptitude Battery Test (ASVAB, 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 annually at AHS.

Contact the Campus Testing Coordinator for information about this opportunity.

Assemblies

The student council and administration work together to bring assemblies to Andrews High School students. The aim during the year is to have both entertaining and educational programs. All students

are expected to attend assemblies and pep rallies. Failure to attend these gatherings will be considered truancy.

Assessments

A multiple-opportunity grading philosophy requires that teachers count no single piece of work as being worth more than 25% of a student's total grade. Teachers may assign a value that is less than 25% to major pieces of evaluation.

When determining grades, more weight should be given to summative forms of assessment (tests, projects, presentations, performances) than to formative forms of assessment (homework, class work, daily activities, labs).

A teacher may wish to determine percentage amounts for "assessment" and "practice" grades in determining the overall grade 60% assessment and 40% practice.

Teachers must report at least two grades each week, a total of twelve for the six weeks. Three of the reported grades must be major grades.

Awards and Honors

Academic Awards

To qualify for this award, a student must have an average of 90 or above (80 or above in an Honors/AP course) in each subject for each six weeks of the first five-six weeks. In dual credit courses, a student must have an average of 80 or above for the first semester.

Non-credit courses shall not be used to calculate the numerical grade average to determine academic award eligibility. All local credit courses shall be used in the calculation of the numerical grade average to determine academic award eligibility.

Golden Horseshoe Award

Each month, an outstanding senior student is awarded the Golden Horseshoe Award for his/her achievements at Andrews High School. This honor is one of the highest given at AHS. The recipient is nominated and voted on by the faculty of Andrews High School. One winner is selected each month.

Qualifications for the award are:

- Participates in school activities
- Honesty
- Friendly
- Adheres to moral principles
- Respects the rights of others
- Has initiative
- Thoughtful and courteous
- Has a healthy attitude toward life
- Takes school work seriously
- Loyalty to school
- Accepts responsibility

National Honor Society
Andrews High School is chartered by the National Honor Society (NHS) and follows the guidelines set by the National Association for Secondary School Principals (NASSP). Candidates eligible for membership must have a scholastic average of 4.25. Having met the required scholastic average does not assure membership. One must also maintain high moral standards, positive leadership, and exemplary citizenship. Selection will be based upon the recommendation of the faculty council in accordance with the National Honor Society recommended selection guidelines as they consider the candidate's exemplary Leadership, Service, and Character. Applications for membership will be distributed in the fall.

Any member who fails to maintain the standards of his/her selection will be placed on probation or dismissed, depending on the severity of the infraction. For a transfer of membership or other information, please contact the NHS Advisor.

Honor Roll
At the end of each six weeks, students with a 90 or above (80 or above in an Honors/AP) in each class are eligible for the honor roll.

Non-credit courses shall not be used to calculate the grade point average to determine honor roll eligibility. All local credit courses shall be used in the calculation of the grade point average to determine honor roll eligibility.

Limitation of Awards
No member school of the University Interscholastic League is permitted to issue (and no pupil is permitted to receive) more than one award during four years of participation in interschool competition in excess of $70.00 in value. An additional symbolic award not to exceed $20.00 each may be presented for each additional interschool activity. This rule shall apply to all intraschool contests in which a pupil or school may participate.

Please refer to UIL Section 480: Limitation of Awards for additional information.

Who's Who
Departmental: The faculty members of each department select the outstanding student of that department as Who's Who. The selection is announced in late spring.

Citizenship and Leadership: The entire faculty votes for the senior boys and girls who have contributed most to Andrews High in the areas of Citizenship and Leadership. This selection is made at the same time as the departmental Who's Who.

Both awards are presented at the Academic Recognition Program in early May of each year.

Gold Seal of Biliteracy

High school students will be recognized and celebrated for demonstrating exceptional levels of proficiency and fluency in both Spanish and English languages and mastering the bilingual/biliterate journey.

Criteria to Receive the Gold Seal of Biliteracy

- Completion of an English Language Arts course with a final grade of 80 or above, and have achieved one of the following:
- Participation in and completion of Spanish Level 3 or above with a final grade of 80 or above , or

- Participate in and pass the Spanish AP course and score 3 or higher on the Spanish AP exam

Bullying

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

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

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

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

- 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

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

Students in secondary grades will participate in:

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

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

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

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. 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 completing the "Andrews ISD Bullying Report Form, found on the AISD Webpage under "Students".

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.

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

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

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

Upon 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.]

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 Appendix B.

A student or parent dissatisfied with an investigation's outcome may appeal through policy FNG(LOCAL).

[See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing, 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.]

Cafeteria

Students are encouraged to have lunch in the school cafeteria. Student plate lunches may be purchased individually for $3.25 or breakfast for $2.00. If a student does not have sufficient funds in his/her meal account, one meal will be supplied to the student that he/she can repay at a later date. All subsequent meals will consist of a low-cost reimbursable meal until the meal account is paid in full. Free and reduced prices are available based on financial need. Please see an Assistant Principal for more information. *Note: Please see the Non-discrimination disclosure in Appendix E.*

Students are expected to leave the cafeteria as clean as possible.

Staff lunches are $4.25 and breakfast is $3.00. Visitor prices are $5.00 for lunch and $3.00 for breakfast.

Care of the Building

Buildings, equipment, and campus facilities are provided for use by the students, and it should be an expression of their appreciation to respect all school property. No posters are to be put on the inside of the building except on the bulletin boards and as authorized during special events. If a student neglectfully, willfully, or inadvertently, through their actions, breaks, or damages school property, he/she will be held responsible.

Building custodians and yardmen keep the building and campus in good condition, and we appreciate their work in providing clean and wholesome physical surroundings. One of the best indications of good citizenship is a well-kept school. Closely related to respect for public property is respect for the property of others - personal belongings, books, clothing, pencils, gym suits, etc. Each student is responsible for caring for his/her own equipment, but at the same time, all are obligated to promote respect on the part of every student to provide for the protection of every other student.

Career and Technical Education (CTE) and Other Work-Based Programs

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

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio Visual Technology and Communications
- Business, Marketing, and Finance
- Culinary Arts
- Education and Training
- Health Science (LVN)
- Human Services (Cosmetology and Barbering)
- Law and Public Service (EMT and Fire)

- Manufacturing (Welding)
- Science, Technology, Engineering, and Math (Automation, Computer Science, and Robotics)
- Transportation, Distribution, and Logistics (Automotive Collision and Repair)

Admission to these programs is open to all students for principles courses. Some programs have admission requirements based on Odessa College or course pre-requisites.

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

- Career Prep
- Career Prep Programs of Study

Admission and enrollment in work-based programs is based on

- Students must have a paid or unpaid job (10 hours per week for 1-1; 15 hours per week for 1-2)
- Students must be 16 and hold valid work documentation, such as a Social Security card.
- Students must be enrolled for the entire school year. *(However, in accordance with LEA policy, a student may enter or exit the course when extenuating circumstances require a change).*
- Students must be receiving a paycheck (no cash jobs), and they cannot be the owner/operator of the business.

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

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 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Cars: Use & Parking Regulations

Any student driving a vehicle onto AISD property must be a licensed driver, and all student cars must be registered in the Assistant Principals' office. Students should park their cars immediately upon arrival at school and not use them until the time of departure from the campus at lunch or at the close of the school day.

Students are not to sit in parked cars on the campus at any time.

Students must park in designated student parking areas and obey all traffic regulations. Rules are to be observed at all times while the vehicle is on school property.

All students with parking permits may park on the West side of Mustang Bowl.

Faculty parking will be in reserved areas on the south side of the One-way, the lot between the Performance Center and Vocational Building, and on the East side of the Mustang Bowl.

Students who park in marked faculty parking areas or other "No Parking" areas will be subject to disciplinary action, including a $20.00 fine or towing at the owner's expense.

Vehicles improperly parked are subject to a $20.00 fine or being towed at the owner's expense.

Students should not park in the entrance circle or the auxiliary parking lot east of the cafeteria.

All student cars must display a parking permit issued by the Assistant Principals' office. Any student whose car does not display such a sticker will be subject to disciplinary action. The car may receive a $20.00 fine or be towed away at the owner's expense. Students who lose their permit will need to pay an additional fee for a new one.

In addition to fines or towing, students not adhering to regulations may be assigned one of the following:

First offense	3 days after-school detention
Second offense	5 days after-school detention
Third offense	3 days ISS
Fourth offense	suspension of permit

Extreme violations may result in suspension of driving privileges at Andrews High School.

Staff will periodically check vehicles during the school year. A permit is needed to park on any part of the AHS campus.

Celebrations

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. 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.]

Cheating/Plagiarism/Academic Dishonesty/Academic Integrity for All*

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism will be considered cheating, and the student will be subject to academic disciplinary action, including loss of credit for the work in question. The use of academic penalties is not governed by the policies pertaining to student discipline. Students in Honors courses may be subject to additional policies that will be outlined in the class. Students in Dual Credit courses will follow Andrews High School and Odessa College Policies and Procedures related to Academic Integrity.

*The *Academic Integrity for All* is included at the end of this handbook as Appendix C.

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

The district has established a plan for addressing child abuse, neglect, school staff misconduct, trafficking, and other maltreatment of children, which may be initiated by contacting the Department of Family and Protective Services (DFPS)/Child Protective Services (CPS). Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

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

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

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

Physical Abuse
Possible warning signs of physical abuse include:

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

Sexual Abuse
Possible warning signs of sexual abuse include:

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

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

Emotional Abuse
Possible warning signs of emotional abuse include:

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

Neglect
Possible warning signs of neglect include:

- Obvious malnourishment

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

School Staff Misconduct

Possible warning signs of school staff misconduct include:

- Inappropriate boundaries or communications with a student, including inappropriate relationships
- Violating school or district communication policies, such as improper use of messaging apps or social media
- Showing favoritism toward certain students in a way that compromises fairness or student well-being
- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities
- Possessing a weapon on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

Description and Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off

- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- 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]]

Reporting and Responding to Child Abuse, Neglect, 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.

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 the Texas Abuse Hotline Website).

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

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

Child Welfare Information Gateway Factsheet

KidsHealth, For Parents, Child Abuse

Office of the Texas Governor's Child Sex Trafficking Team

Human Trafficking of School-aged Children

Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault

National Center of Safe Supportive Learning Environments: Child Labor Trafficking

Class Rank/Highest-Ranking Student

Grade Point System

Andrews Independent School District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

The District shall include in the calculation of class rank semester grades earned in designated high school credit courses taken in grades 9–12 only. The calculation shall include failing grades.

Courses included in the calculation of class rank and weighted GPA include only courses in the core subjects (English, Math, Science, and Social Studies). Eligible courses include those core subject classes listed in the appropriate district publications (see Appendix D). All other courses will be excluded from the calculation of the weighted GPA for the purposes of class rank.

Students may earn grades of 0–100 in their classes. The semester grades earned shall be recorded on the report card and permanent record. Cumulative grade point averages (GPAs) and class rank shall be determined by the semester grades and then recorded on the academic achievement record (transcript).

Students shall receive a segmented GPA that corresponds to the grade received for each semester of credit earned. The weight earned shall be based on the tier classification and the grade earned for the course.

The district shall categorize and weigh eligible courses as Tier 3, Tier 2, and Tier 1 as designated in appropriate district publications.

Eligible core courses labeled as Advanced Placement (AP), Honors, and Dual Credit courses shall be categorized and weighted as Tier 3 courses.

All other eligible core courses shall be categorized and weighted as Tier 2 courses.

Eligible modified-content courses shall be categorized and weighted as Tier 1.

See policy EIC(LOCAL) for more information regarding the Weighted Grade Point Average.

Honor Graduates/Valedictorian & Salutatorian Honors

Valedictorian and Salutatorian Honors

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for six of the eight semesters, including the senior year immediately preceding graduation;
2. Have enrolled in five classes each year;
3. Have achieved a composite score of 25 on ACT, or a 1220 (Evidence-Based Reading, Writing, and Math) score on the SAT; and
4. Be graduating after exactly eight semesters of enrollment in high school.

A tie in weighted GPAs shall be broken by computation of the GPA for the past three years, two years, or one year. If a tie remains, the award shall be shared.

Honor Graduates

To be eligible to be an honor graduate, a student shall have one or more of the following:

1. Have a GPA of 3.7 or above;
2. Be a National Honor Society member; or
3. Have a composite score of 25 on ACT, or a 1220 (Evidence-Based Reading, Writing, and Math) score on the SAT.

Class Schedules

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** for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid

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 (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses)
- Satisfies the ACT College Readiness Benchmarks or earns at least 1500 out of 2400 on the SAT
- Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules

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 their 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/fall 2026 term through the spring 2027 term, the University will admit the top five 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 about the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers 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 for information specifically related to how the district calculates a student's class rank and requirements for Graduation for information associated with the foundation graduation program.]

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

College Credit Courses

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

- 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 virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with Odessa College, which may be offered on or off campus
- Enrollment in certain Career and Technical Education (CTE) courses, if offered at that time
- Enrollment in these programs is based on course prerequisites and/or college readiness indicators, such as passing the TSIA2.

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

A student may be eligible for subsidies based on financial need for AP or IB exam fees.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor or Dual Credit Academic Advisor 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.

Students who enroll in Dual Credit courses must earn a 70 or better to earn high school credit for the course. For more information, please visit the Dual Credit Handbook posted on the AISD website.

Communications

Parent Contact Information

A parent is legally required to provide in Skyward 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 Skyward no more than two weeks after the date the information changes.

A parent may update contact information by contacting the AHS Office.

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 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.

Please contact your child's principal if you have specific requests or needs related to how the district contacts you. [See **Safety** for information regarding contact with parents during an emergency.]

Complaints and Concerns

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

For complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy FNG (LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available on the district's website. The complaint forms are available through the Superintendent's 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 or superintendent's designee.

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

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

Conduct

Applicability of School Rules
The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—both 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 and campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before 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, 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 and the coordinator for this campus is listed below:

Mr. Seth Davis, Associate Principal

stdavis@andrews.esc18.net

432-524-1910

Counseling

The district has a comprehensive school counseling program that includes:

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

The district will provide parents with a preview of the program, including all materials and curriculum, for them to review.

Academic Counseling

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 about:

- 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
- 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 Scholarship and Grants 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 contact their assigned counselor or visit the AHS Office. 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, Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children.]

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.

The examinations offered by the district are approved by the district's board of trustees. Below are the four testing windows available:

1) January 1 and March 31
2) April 1 and June 30
3) July 1 and September 30
4) October 1 and December 31

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 that entity's testing schedule.

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 6–12
A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board
- A passing score of at least 80 on an examination from an accredited institution such as TTU K-12
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP)
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year, 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

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, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office.

[See policy FFH for more information.]

Dating Violence
Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures.

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
- 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
- Preventing Teen Dating Violence

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

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects 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
- Other kinds of aggressive conduct, such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and sex-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
- 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.

Pregnancy or Related Conditions

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

Please contact the assigned counselor for pregnancy-related accommodations.

Retaliation

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

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The student's parents may make the report. [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.]

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 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).

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.

Discrimination

[See Dating Violence, Discrimination, Harassment, and Retaliation.]

Disciplinary Alternative Education Program

One available disciplinary option is the Disciplinary Alternative Education Program (DAEP), in which the principal removes a student from the regular classroom setting after a meeting with the student and his/her parents. The student takes at least the four basic subjects in DAEP (English, Mathematics, Science, and Social Studies) and is not allowed on any AISD campus or at any school-sponsored activity other than the assigned DAEP site and times. Continued misconduct after assignment to the DAEP may result in expulsion. The Principal or Assistant Principal will determine the length of DAEP placement. For more information, please refer to the Student Code of Conduct.

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
- 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 the 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.

Distance Learning

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

The distance learning opportunities that the district makes available to district students are in partnership with Odessa College or TTU K-12.

[See Remote Instruction.]

Distribution of Literature, Published Materials, or Other Documents

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 Superintendent or designee before selling, posting, circulating, or distributing more than ten copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

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 content limitations 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 receiving them. 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 the office as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for the following:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD (LOCAL) or a non-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

The Andrews Independent School District is charged with the responsibility of maintaining an atmosphere conducive to learning. Meeting this responsibility entails providing not only a secure educational environment but also teaching standards of acceptable behavior and appearance among students. Experience shows that student success depends in part on how the student perceives himself/herself and how others perceive him/her. In this sense, defined standards of appearance assist the student in constructing a positive self-image and impression upon others.

These regulations do not intend to take away parents' prerogatives to determine what is appropriate dress and grooming for their children in accordance with their age and grade. Of paramount importance in the design of this code is concern for the health and safety of the students, teaching dress and grooming choices appropriate to the environment, and maintaining an educational environment that is free from distractions or disruptions.

The principal/assistant principal shall have the authority to appraise any current fashion or fad and determine whether it is appropriate for school wear. The school shall have the right to ask students to change their attire if it provokes unfavorable comments or if it leads school officials to believe such dress and grooming will disrupt, interfere with, or detract from school activities. Students must always be dressed appropriately for the event being attended.

It shall be the responsibility of each building principal/assistant principal to ensure that these standards are strictly and consistently enforced without regard to sex, race, color, creed, or national origin.

Dress Code for Students

The **hair** shall be clean, well-groomed, and not covering the eyes. Unusual hairstyles that distract from the educational setting will not be tolerated. Examples of extremes not allowed are lines, geometric or unusual patterns shaved or cut into hair or eyebrows, Mohawks, and unnatural and/or unusual color variations in the hair. Hair color must be black, blonde, brown, or a natural red. Hair may not be longer than the top of the shoulder blades for boys. Girls may not wear their hair past the waist. If hair is longer than allowed, it must be worn up (i.e., ponytail or bun) Unacceptable hairstyles are not limited to the examples given. Length compliance is determined by campus administration. Students should not have ornamentation in their hair.

Beards are not acceptable. If a mustache is worn, it must be neat and well-groomed. Sideburns must be neatly trimmed so as not to extend below the bottom of the ear or form a beard.

Male students are not permitted to wear **earrings or studs.** All students are prohibited from having any other visible piercing or ornamentation of any skin or body part. This includes clear inserts in pierced areas and tongue rings. All tattoos must be covered, and all mouth jewelry is prohibited.

Male students are prohibited from wearing make-up, including but not limited to: lipstick, eyeliner, eye shadow, blush and/or foundation. It is also a violation of the Dress Code for male students to wear nail treatments of any kind, such as: faux fingernails, fingernail embellishments, or fingernail polish or paint.

Female students' fingernails should be of a natural shape and length for hygiene and safety purposes, and not configured so that they are a distraction to the educational process.

No type of **head covering, hat, hoodie, cap, or bandana** may be worn inside buildings except as may be allowed for approved school activities.

Footwear shall be a part of regular attire. Flip-flops, bathroom and house shoe type of footwear are not acceptable for the safety of students.

Shorts are acceptable in all grades, with the exception of those made of lycra or spandex or unhemmed cut-offs. When measured with the student standing, the outer garment shall be no higher than four inches above the top of the kneecap. No undergarments should be exposed. School-issued athletic shorts are not acceptable during normal school hours, with the exception of the athletic period.

No **leggings, jeggings, tights, or yoga-type** are allowed unless worn with an outer garment no shorter than 6 inches over the knee all the way around.

Clothing shall not permit excessive exposure of the body in front, back, or side view. Garments shall not be backless or excessively tight, nor shall they permit exposure of cleavage. Appropriate undergarments shall be worn at all times.

Pajamas are not considered school appropriate attire and cannot be worn.

When **performing normal school activities** (bending, stretching, reaching, etc.), top and bottom garments must not separate to expose the student's skin from the front, back, or side.

Skirt length shall be no higher than 4 inches above the top of the kneecap when measured with the student standing. Slits in skirts of any length shall reach no higher than four inches above the top of the kneecap.

The **neck opening** of any type of shirt or blouse must not exceed the equivalent of the second button below the collar button of a dress shirt.

Basketball jerseys, **underwear-type tank tops, spaghetti straps, backless shirts, and excessively tight shirts may** not be worn as a single blouse or shirt.

Garments must not be extremely **full or baggy** in appearance. **Trench coats and large overcoats** are not allowed at any time.

Holes in garments or pants 4 inches above the top of the knee or higher are not permitted. **Worn areas in jeans** will be deemed holes if the skin is visible through the clothing.

All clothing must be size-appropriate and worn in the manner for which it is designed. Decorations, ornamentations, or advertisements that are vulgar, indecent, suggestive, macabre, or gang-related shall not be worn. Anything which promotes the use of drugs, alcohol, or tobacco is not acceptable. All pants and shorts must be worn at the student's hips. Sagging will not be permitted, and all undergarments must be covered. Shirt tails cannot extend beyond a student's fingertips when standing normally.

Sunglasses shall not be worn anywhere on your body inside school buildings except as may be allowed for approved school activities.

Blankets are not permitted to be worn in the building.

Any form of dress or grooming that attracts undue attention, disrupts school, or detracts from the learning process is not acceptable.

Exceptions from these rules may be made only by the superintendent or principal upon certification from a medical doctor, if deemed necessary by school officials, certifying that the student has a physical deformity, abnormality, or handicapping condition and that compliance with the rules will be detrimental to the student's physical or emotional health.

With the approval of the campus principal, the sponsor, coach, or other person in charge of an extracurricular activity may regulate the dress and grooming of students who participate in that activity.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day until the problem is corrected or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Students who violate the district's dress and grooming standards shall be subject to disciplinary action. Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Students will be required to change into school-issued sweats and/or t-shirts unless they have a suitable change of clothing with them, or the parents can bring a change of clothing without the student missing class time to change.

Tattoos

All students must always keep tattoos covered, including during extracurricular activities and athletic events.

Electronic Devices and Technology Resources

All personal communication devices are prohibited. For further information, refer to AISD Student Code of Conduct.

Safe Use of Technology

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

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

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

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

[See Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials.]

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

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct and policy FNCE(LOCAL).

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

If a student uses a personal communication device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.

The parent may pick up the confiscated communication device from the principal's office.

Confiscated communication devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal communication device may be searched by authorized personnel. [See Searches and Investigations and policy FNF for more information.]

The district is not responsible for damaged, lost, or stolen communications devices.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. The district's network systems and equipment are restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding the 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" Bullying and Sexting Course, a state-developed program that addresses the consequences of sexting.

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

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 and Standardized Testing.]

Emergent Bilingual Students

A student who is an emergent bilingual student 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 **Error! Reference source not found.**, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations

Participation in school-sponsored activities is an excellent way for students 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.]

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 at UIL Parent Information Manual. The coach or sponsor of the activity can provide a hard copy 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 TEA curriculum division at (512) 463-9581 or curriculum@tea.texas.gov.

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

Eligibility Guidelines
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), 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.

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.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Also, At the beginning of the school year, a student will be ineligible for the first six weeks if they have not attained the proper credits according to the following schedule:

> Beginning of 9th Grade Year: Have been promoted from eighth grade to ninth grade. Beginning of 10th Grade Year: Five (5) credits toward state graduation requirements. Beginning of 11th Grade Year: Ten (10) credits toward state graduation requirements or a total of 5 credits towards state graduation from the prior year. Beginning of 12th Grade Year: Fifteen (15) credits toward state graduation requirements or a total of 5 credits towards state graduation from the prior year.

Extracurricular Absences [See AISD Policy FM (LOCAL) for more information]

Conflicting Schedule of Activities
When a student or students experience conflict in a schedule of activities, it is the responsibility of the activity sponsors to arrive at a cooperative agreement without involving the student. District, Regional, and State events of the University Interscholastic League will usually take precedence. If the sponsors cannot reach an agreement, the student will make his/her choice known to the principal without penalty.

Standards of Behavior
Sponsors of student clubs and performing groups such as the band, choir, 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.

Class Officers

In May, each class elects a president, vice president, secretary, and treasurer for the following school year. These officers, together with the class sponsor, make up the executive committee and are charged with leading all class functions.

Class Favorites

Each class will nominate and elect their boy and girl favorites. These students will be recognized in the school yearbook.

Clubs

Many student clubs are offered in Andrews High School, giving all students an opportunity to participate in one or more. The purpose is to develop the social life and citizenship and aid the student in developing his/her interests into a more active life. Clubs will meet before or after school, as decided by the membership, but a club will never meet without a sponsor. All clubs must be approved by the Principal.

Student Advisory Council (SAC)

This is a faculty selected representative group of students that meet regularly with the Superintendent and High School Principal for the purpose of providing a student perspective and input on various policy and operational decisions made at Andrews HS. Students are also expected to communicate with fellow students regarding decisions made. Representatives are composed of students from class leadership positions, such as the Student Council, Band, Choir, Ag/FFA, and athletics. A detailed description of the expectations and by-laws of this group is provided to members and available on request.

Fees

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, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards/lanyards.
- Fees for lost, damaged, or overdue library books.
- Fees for confiscated electronic devices.
- Fees for optional courses offered for credit that require the use of facilities not available on district premises.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles.]

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(LEGAL) for more information.]

Gang-Free Zones

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.

Grade-Level Classification (Grades 9–12 Only)

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

Credits Earned	Classification
5	Grade 10 (Sophomore)
11	Grade 11 (Junior)
18	Grade 12 (Senior)

Grading Guidelines

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

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed and
- Procedures for a student to follow after an absence. No penalty will be applied in an unexcused absence.

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

Assessments

A multiple-opportunity grading philosophy requires that teachers count no single piece of work as being worth more than 25% of a student's total grade. Teachers may assign a value that is less than 25% to major pieces of evaluation.

When determining grades, summative forms of assessment (tests, projects, presentations, performances) are given more weight (60%), while formative forms of assessment (homework, class work, daily activities, labs) are given 40%.

Teachers must report at least two grades each week.

Pass/Fail Option

Juniors and Seniors only may take course work as pass/fail by declaring their intent prior to the end of the first six weeks of class (fall semester) and the end of the 4th six weeks of class (for one-semester spring only courses), provided that following criteria are met. Graduation requirements must be fulfilled within the area where pass/fail is requested. Honors, AP, and any other weighted courses may not be

taken as pass/fail. Non-weighted endorsement elective courses may be taken pass/fail. Those achieving a grade of 70 or higher shall be awarded credit, but a numerical grade will not be recorded on the transcript nor included in the student's grade point average. The pass/fail grade will be indicated on the semester's final grade. Taking a non-weighted class pass/fail does not calculate this grade in the grade point average. Thus, the student is not penalized for taking a course that does not receive grade points.

Reteaching/Reassessment for Mastery
Teachers will reteach when a student receives a summative assessment grade below 70% as this is the percentage that is considered mastery. A summative assessment is an assessment of a chapter, unit, or common skills group.

Reteaching may occur in a variety of ways, including tutorials, individual or small group instruction, written feedback, or added formative practice to strengthen skills prior to a second summative assessment.

Since a single skill may be addressed numerous times throughout a specific curriculum, a student has many opportunities to demonstrate mastery. However, the number of formative opportunities (ongoing homework, practice sheets, exercises, etc.) depends upon the teacher's judgment and student progress.

The teacher may or may not use the same summative assessment to determine mastery. Of utmost importance is that students with deficient skills be assessed a second time. This opportunity need not be scheduled during class time but must be pre-announced so that students may plan accordingly.

Credit Recovery Due to Failure
Students are allowed to retake a course due to a failing grade only to regain credit for high school transcription. The student must have the principal's written permission and take the course within the regular AISD school year. The grade received on the second attempt will not replace the failing grade; the grade received will be added to the transcript for calculation.

Credit Recovery Options: STUDENTS in GRADE 9-12
Option: Credit by Exam (CBE) with Prior Instruction –

- Offered to all 9-12 grade students who fail a class taken at Andrews High School or lose credit due to attendance.
- Program: TTU-K12. https://www.depts.ttu.edu/k12/schools/
- Procedure:
    - AFTER a class is completed at AHS, and a grade lower than a 70 is assigned, the student may gain permission to sit for a CBE from the principal with input from their Counselor, teacher, or AP as needed.
    - Students must have written approval from the principal prior to CBE registration.
- The cost of the exam will be the student's responsibility. The score needed for credit is determined by the board policy that governs CBE with prior instruction. The score needed with Prior Instruction is 70% to receive credit.
- All classes offered at AHS will be eligible for credit recovery through the TTU-K-12 program as applicable to TTU-K-12 offering.
- The test must be proctored at AHS with the testing coordinator. No online proctoring allowed.

Option: Credit by Exam (CBE) without Prior Instruction

- Offered to all 9-12 grade students at Andrews High School
- Program: TTU-K12. https://www.depts.ttu.edu/k12/schools/
- Procedure:
    - Students must have written approval from the principal prior to CBE registration.

- The cost of the exam will be the student's responsibility. The score needed for credit is determined by the board policy that governs CBE with prior instruction. The score needed without Prior Instruction is 80% to receive credit.
- All classes offered at AHS will be eligible for credit recovery through the TTU-K-12 program as applicable to TTU-K-12 offering.
- The test must be proctored at AHS with the testing coordinator. No online proctoring allowed.

Option: Transfer to AEC
- Students who fall behind in credit may choose to transfer to the Alternative Education Center.
- AEC is a self-paced program and AEC graduates have fewer credits required giving opportunity to graduate on scheduled time.

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FOR SENIORS ONLY:

Option: Rapid Credit Recovery (RCR)
- Offered to any SENIOR at the end of their senior year who has failed 1 semester of a course and is therefore only 1⁄2 credit short of meeting requirements for high school graduation.
- Program: Intensive face to face course taught by content teachers during the week prior to graduation.
- Class is scheduled to meet from 7:30-5:00 Monday through Wednesday of senior week. Students will be given a project each day during RCR that must be completed by the end of that day. A total of 3 projects will be given and must be completed on time.
- Recovery Program will NOT be eligible to graduate with honors (i.e. Valedictorian, Salutatorian, Top 20); any TIER III course will automatically be dropped to a TIER II at the completion of the RCR program. The grade will replace the semester grade in which the student failed. The TIER adjustment will only affect the grade that is replaced.
- Courses available: The class must be a core class (English, Math, Science, and Social Studies). Instruction will be provided by senior teachers who are without classes that last week. Students are unable to use Rapid Credit Recovery for any class that they have previously failed and are retaking for credit.
- Course Grade maximum for RCR is 70%.

Option: Transfer to AEC
- Students who fall behind in credit may choose to transfer to the Alternative Education Center.
- AEC is a self-paced program and AEC graduates have fewer credits required giving opportunity to graduate on scheduled time.
  Date:

[See policy EIC for more information.]

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

Graduation

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)
- Show proof of CPR training and skills assessment as mandated by law
- 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
- United States History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment. Students are expected to use each and every opportunity to retake an assessment.

State law allows students to meet EOC requirements by substituting satisfactory performance on norm-referenced 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.]

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 to participate 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.

The committee will include the parent, student, teacher(s) of the EOC assessment(s) failed, the department head of the subject area failed, the student's counselor, and an administrator. The committee will consider the student's testing record, including whether the student has tested at each available opportunity and the student's efforts in remediation opportunities. The committee may require additional projects or assessments in order for the student to demonstrate mastery of the content of the subject area.

[See Standardized Testing.]

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
- 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.

Personal Graduation Plans will be completed for each high school student.

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 wishing 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 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 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 with an Endorsement
English/Language Arts	4
Mathematics	4
Science	4
Social Studies, including Economics and Personal Financial Literacy	3
Physical Education	1

Languages other than English	2
Fine Arts	1
Electives	7
Miscellaneous	**Available Endorsements** Science, Technology, Engineering and Math (STEM) Business and Industry Public Services Arts and Humanities Multidisciplinary
Total	**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 four mathematics credits. Completing the distinguished level of achievement is a requirement 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.
    - A student may substitute computer programming languages for these credits.
    - A student may satisfy one of the two required credits by successfully completing a dual language immersion program or a course in American Sign Language in elementary school.
    - 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).

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
- 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 FAFSA or TASFA, the student must submit one of the following:

- 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)

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 a 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 parents. Before the end of grade 9, students and their parents will be required to 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.

With parental permission, a student may 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.

This information is also included in the Course Offering Guide, which is published annually and available on the AHS website.

Early Graduates
Students who desire to complete their graduation credits in 3 or 3 1/2 years may do so in two ways.

- If a student wishes to graduate early from Andrews HS, the student must communicate this to the counselor before school starts in the year the student desires to graduate, and no later than

the schedule change deadline in the year the student desires to graduate. Students must complete a minimum of 26 credits and are ineligible for academic honors, which is determined by class rank in the class the student moves into. December graduates are ineligible to participate in the graduation ceremony the following May.

- Students may also choose to graduate early by enrolling in the Andrews Education Center (AEC). This opportunity is available at any time after the sophomore year, but students choosing this option will graduate under the foundation plan.

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

A student who receives special education services may earn the distinguished level of achievement or 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 distinguished level of achievement or 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 their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn a 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 a graduation rehearsal and graduation ceremony the last week of school.

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.

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 for student speakers at other school events.]

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

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, Teach for Texas Grant Program, and Future Texas Teachers Scholarship 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.

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

Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation.]

Hazing

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
- 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, superintendent, or law enforcement official.

[See Bullying and policy FFI and policy FNCC for more information.]

Health—Physical and Mental

Health-Related Services
The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

Illness
When your child is ill, please contact the school to let us know they 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, a child with a fever over 100 degrees 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 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.

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

Immunization
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 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;
- Rubeola (measles), mumps, and rubella
- Polio
- Hepatitis A
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal

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..

[See the DSHS's School and Childcare Vaccine Requirements and policy FFAB(LEGAL) for more information.]

Lice
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, 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 is available on the DSHS website Managing Head Lice in School Settings and at Home and the Centers for Disease Control and Prevention's website About Head Lice.

[See policy FFAA for more information.]

Medicine at School
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 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 should be taken from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. ***Note:*** *Insect repellant is considered a nonprescription medication.*
- Herbal or dietary supplements are provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

A secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the 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 they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their 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.

Steroids
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
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
- Safe, supportive, and positive school climates.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the campus 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 the use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

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

For related information, see:

- Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service on for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the district's comprehensive school counseling program;

- Physical and Mental Health Resources for campus and community mental and physical health resources
- Policies and Procedures that Promote Student Physical and Mental Health for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements
Temporary Restriction from Participation in Physical Education
Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstrations but will remain in class to learn the concepts of the lessons.

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

Physical Health Screenings / Examinations

Athletics Participation
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 the required physical examination.

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

Spinal Screening Program
School-based spinal screening helps identify adolescents with abnormal spinal curvature 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
The district also screens students for hearing and vision.

[See policy FFAA for more information.]

Special Health Concerns

Bacterial Meningitis
Please see the district's website at *www.andrews.esc18.net* for information regarding meningitis.

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

[See Immunizations.]

Diabetes
In accordance with a student's individual health plan for the 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
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 by inhalation, ingestion, or skin contact with the food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis* found on the DSHS website at Allergies and Anaphylaxis.

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.andrews.esc18.net.

[See Celebrations and policy FFAF (LEGAL) for more information.]

Seizures
To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form developed by the Texas Education Agency.

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

Tobacco, E-Cigarettes, and Nicotine Products Prohibited
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. With limited exceptions for medication, [see Medicine at School.] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

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

Health-Related Resources, Policies, and Procedures

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

- The AHS Nurse
- The AHS Counseling Office
- The local public health authority
- The local mental health authority

Policies and Procedures that Promote Student Physical and Mental Health
The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at the AISD Board Policy Manual.

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. The District Improvement Plan can be accessed on the District's website, www.andrews.esc18.net.

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

Please contact David Lowder, Director for Student Services, at (432) 523-3610 for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC)
During the preceding school year, the district's School Health Advisory Council (SHAC) held meetings. Additional information about the district's SHAC is available from the *Director for Student Services.*

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.andrews.esc18.net.

[See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA for more information.]

Student Wellness Policy/Wellness Plan
To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at policy FFA(LOCAL) and corresponding implementation plans and procedures. You are encouraged to contact the Superintendent with questions about the content or implementation of the district's wellness policy and plan.

Homeroom

After the second period, the students will be assigned a homeroom, known as Academic Period. They are encouraged to look to this teacher for help and guidance on any minor problems they may have. All student material to be distributed to the student body will take place at this time. Interventions in Reading and Math, along with academic support for UIL participants will occur during this period.

Homework

A goal of secondary education is to promote independent learning. Developing responsibility for one's learning requires self-discipline and practice. Homework provides an opportunity for students to extend their understanding of a concept or lesson that has been presented in the classroom. Outside reading/assignments shall be designed so that the student can be expected to complete them independently, given reasonable effort. If work is assigned as class work, and a student does not utilize class time to complete assignments, it is understood that this class work will become homework for the student.

While homework grades may be a component of a student's overall grade, they shall be balanced within class performance and other assessment measures throughout a given grading period.

Identification Cards (Student I.D.)

All AHS students will be required to wear a student ID. Student safety is our biggest concern, and this requirement will help us quickly identify AHS students on campus.

All students will be issued a new ID and a lanyard that is specific to their grade level. Each student will be given an ID card and a lanyard for their grade level free of charge. Students will be expected to keep their ID card until they graduate from AHS. Each year, students will be given a new lanyard for their grade level, free of charge.

Grade-level lanyards

- 9th - White
- 10th - Gray
- 11th - Black
- 12th - Gold

AHS students will be required to have their ID/lanyard when attending school each day.

Students who lose their ID card/lanyard or do not have them while at school will need to purchase a new ID card/lanyard for $5 each. Students without an ID card or lanyard will be sent down to the library to purchase a new card. Students will be charged a $5 fee and be given a new ID card or lanyard. Students who do not have an ID card or a lanyard will be charged a $10 fee and will be given a new ID card and lanyard. All AHS students must wear ID cards around the neck by the grade-level lanyard issued to them and not any other lanyard.

Fees

- 2026-2027 School Year-All 9-12 grade students will be given a free ID card
- Beginning of each school year, all students will be given a free lanyard identifying their grade level
- $5 ID Card for all other replacements
- $5 Lanyard for all other replacements

Consequences for Not Wearing Lanyard/ID

- 1st Offense - Warning/Fee Applied
- 2nd Offense - 2 Days After-School Detention/Fee Applied
- 3rd Offense - 1 Day ISS/Fee Applied
- 4th Offense - 2 Days ISS/Fee Applied
- 5th Offense - 3 Days ISS/Fee Applied
- 6th Offense - 4 Days ISS/Fee Applied

Incomplete Grades

Incomplete grades must be completed within seven days of the end of each six-week period unless the principal determines otherwise. The principal or assistant principal must approve all incompletes before they are assigned in the gradebook. Incomplete grades must also be completed within one week of the last day of each semester. If this cannot be accomplished, arrangements must be made with the principal or assistant principal.

Insurance

All High School students shall have accident insurance coverage provided by the school district at no cost to the student. The coverage is exactly the same schedule of benefits that is provided to the athletic and UIL participants. The policy provided by the district is secondary coverage for students who are covered by a family policy but shall be primary coverage for the students who have no other insurance coverage. Students are covered while at school, while attending any curricular, co-curricular or other school function as a participant under school sponsorship and supervision, and while being transported by approved district transportation. The district shall in no way be responsible for payment for treatment of injuries in those instances when the district-provided policy does not pay the total costs.

Law Enforcement Agencies

Questioning of Students
When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, 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 why the student should be questioned 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:

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

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

The principal will immediately notify the superintendent and attempt to notify the parent, unless the legally authorized person raises what the principal considers 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

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.

Parental consent is required before any student leaves campus for any part of the school day.

For all students, 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 the 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 or the student must provide documentation upon the student's return. Documentation regarding the reason for the absence will also be required.

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 returning 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 parents to leave campus unaccompanied, the nurse will document the time of day the student was released.

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 - Open Campus
Andrews High School students enjoy the privilege of an open campus, which means students are allowed to leave the campus during lunch.

If a student does not plan to return to the campus after the lunch break, the parent should call or send a note to inform the school that the student will not return for the remainder of the day. This must happen before lunch, and office permission must be granted. Failure to comply will result in the student being considered truant, and he/she will be subject to discipline as prescribed in the Andrews ISD Student Code of Conduct.

As the lunch period is officially part of the school day, campus administration may revoke or restrict the privilege of leaving campus during this time period.

Outside Food and Drink
Students are not allowed to bring food or drinks into the high school building(s) during the school day from 7:45 a.m. to 4:15 p.m. After lunch, all drinks and other food items must be placed in the trash containers by the entrances before entering any high school building. Any student who repeatedly violates this guideline will be subject to disciplinary consequences outlined in the Student Code of Conduct. Stanley-type cups are allowed for students to carry with water to drink.

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 violating these rules will be subject to disciplinary action per the Student Code of Conduct.

Leaving or Skipping Class

Students are not authorized to leave class during a class period without teacher permission.

Students are expected to attend all assigned school periods during the school day. Skipping a class period is not permitted.

Students who leave or skip class will be subject to disciplinary action per the Student Code of Conduct.

After-School Detention Guidelines
A student who skips two consecutive after-school detentions will be placed in ISS for one day beginning on the next day school is in session. While serving after-school detention, a student must remain

seated and speak only when spoken to by the teacher. Failure to abide by the detention room conduct rules will result in immediate removal and leave the student subject to discipline prescribed by the student's principal.

Lockers

Students will not be issued lockers.

Lost and Found

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 the 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 the 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.]

A student involved in an extracurricular activity must notify 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

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 for more information.]

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

Alternative Means to Receive Coursework
While a student is in ISS or OSS, the district will provide the student with all coursework 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 each course the student was enrolled in at the time of removal from the regular classroom before the beginning of the next school year. 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 for more information.]

Nondiscrimination Statement

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 and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

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

The district 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 sex-based harassment: *Dr. Bobby Azam, (432) 523-3640/bazam@andrews.esc18.net*.

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at policy 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: Anne McKee *(432)523-3640*.

For all other concerns regarding discrimination, see the Superintendent: Dr. Bobby Azam, (432) 523-3640/bazam@andrews.esc18.net

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

Parent and Family Engagement

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: www.andrews.esc18.net.

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.
- 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.
- Attending scheduled conferences and request additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at (432)-524-1910 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.
- Becoming a school volunteer.
- Serving as a parent representative on district- or campus-level planning committees that develop educational goals and plans to improve student achievement. Contact Administration (432) 523-3640 or High School (432) 524-1910 and see policies BQA and BQB for more information.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See School Health Advisory Council (SHAC) and policies BDF, EHAA, and 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 *second Tuesday* of each month at *6:30* p.m. at the Administration Building, 405 NW Third St., Andrews, TX 79714. An agenda for a regular or special meeting is posted at the Administration Building no later than 3 business days before each meeting and online at www.andrews.esc18.net.[See policy BE and policy BED for more information.]

Parking and Parking Permits

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. The initial permit is free. If the permit is lost, students will need to purchase a new permit at a cost of $10.00 to park in a school parking lot. As 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

Student parking is restricted to the following areas:

Students must park in designated student parking areas and obey all traffic regulations. Rules are to be observed at all times while the vehicle is on school property

All students with parking permits may park on the west side of Mustang Bowl.

Faculty parking will be in reserved parking areas on the south side One-way and the lot between the Performance Center and Vocational Building.

Students who park in marked faculty parking areas or other "No Parking" areas will be subject to disciplinary action, including a $20.00 fine or towing at the owner's expense.

Vehicles improperly parked are subject to a $20.00 fine or being towed at the owner's expense.

Students should not park in the entrance circle or the auxiliary parking lot east of the cafeteria.

All student cars must display a parking permit issued by the Assistant Principal's office. Any student whose car does not display such a sticker will be subject to disciplinary action. The car may receive a $20.00 fine or be towed away at the owner's expense. Students who lose their permit will need to pay for another new one.

In addition to fines or towing, students not adhering to regulations may be assigned one of the following:

First offense – 3 days after-school detention

Second offense - 5 days after-school detention

Third offense - 3 days ISS

Fourth offense - suspension of permit

Extreme violations may result in suspension of driving privileges at Andrews High School.

Staff will periodically check vehicles during the school year. A permit is needed for parking on any part of the AHS campus.

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

Pledges of Allegiance and a Minute of Silence

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.

State law requires that one minute of silence follow the 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

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.

Private Spaces

In accordance with law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individuals of one sex.

Multiple-occupancy private space means a facility designed or designated for simultaneous use by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

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
- Any other necessary academic information as determined by the district

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.

Students will also have multiple opportunities to retake EOC assessments. [See Graduation and Standardized Testing.]

Public Display of Affection--PDA

Hugging, holding hands, and kissing are considered public displays of affection (PDA). Students are to refrain from these behaviors as they are not appropriate behavior in a school environment. Students who violate this guideline will be disciplined as prescribed in the Student Code of Conduct.

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

Report cards with each student's performance and absences in each class or subject are issued at least once every six weeks. Parents will receive a progress report on their child's performance at the end of the first three weeks of a grading period.

[See Working Together 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 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 policy FNG (LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student receiving a grade below 70.

The district may communicate academic information about a student electronically, including for progress reporting purposes. The district will accept an electronic signature, but parents are entitled to request a handwritten signature of acknowledgment instead.

Required State Assessments

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

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

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

Satisfactory performance on the applicable assessments 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.

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

STAAR and EOC assessments are administered electronically.

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

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

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

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

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.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation (Secondary Grade Levels Only.]

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

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

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

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

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a $500 fine) to a Class A misdemeanor (punishable by a $4000 fine, a year in jail, or a combination of the two).

Safety

Student safety on campus, at school-related events, and in district vehicles is a high district priority. 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.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.

- Remain alert to 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 completing a report at www.andrews.esc18.net.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

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

Insurance for Career and Technical Education (CTE) Programs
If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies
Fire, disaster, and emergency procedure information is posted in each classroom. Periodically, the school conducts preparedness drills for emergency procedures. When the command is given or the alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed
The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

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

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, including dental treatment, if necessary, for a student if all of the following requirements are met:

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

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

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

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, 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: the Andrews ISD Website and Parent Square will be the official source of all district information.

[See Parent Contact Information and Automated Emergency Communications**.**]

SAT, ACT, and Other Standardized Tests

[See Standardized Testing.]

Schedule Changes

Individual schedules will be changed only after a legitimate reason is given. This change must be made prior to each semester. A schedule change form will be required after the student attends a class, and it will require a parent and administrative signature. Additional policies regarding time frames and schedule changes will be published by the campus.

School Facilities

Buildings, equipment, and campus are provided for use by the students, and it should be an expression of their appreciation to respect all school property. No posters are to be put on the inside of the building except on the bulletin boards and as authorized during special events. If a student neglectfully, willfully, or inadvertently, through their actions, breaks or damages school property, he/she will be held responsible. Building custodians and yardmen keep the building and campus in good condition, and we appreciate their work in providing clean and wholesome physical surroundings. One of the best indications of good citizenship is a well-kept school. Closely related to respect for public property is respect for the property of others - personal belongings, books, clothing, pencils, gym suits, etc. Each student is responsible for caring for his/her own equipment, but at the same time, all are obligated to promote respect on the part of every student to provide for the protection of every other student.

Asbestos Management

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.

Food and Nutrition Services

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.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name

and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See Free and Reduced-Price Meal Services to apply for free or reduced-price meal services.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. The district will notify the parent when a student's meal account is depleted. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a repayment schedule for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

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

> "In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.
>
> "Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.
>
> "To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:
>
> 1. **mail:**
> U.S. Department of Agriculture
> Office of the Assistant Secretary for Civil Rights
> 1400 Independence Avenue, SW
> Washington, D.C. 20250-9410; or
>
> 2. **fax:**
> (833) 256-1665 or (202) 690-7442; or
>
> 3. **email:**
> Program.Intake@usda.gov
>
> "This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture, which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See **Error! Reference source not found.** for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

[See policy COB for more information.]

Vending Machines
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 AHS Administration. [See policy FFA for more information.]

Pest Management Plan
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, 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. Signs will be posted 48 hours before indoor application except in an emergency. 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 want to be notified of the times and types of applications before pesticide application inside their child's school assignment area may contact AISD Maintenance & Operations, the district's IPM coordinator, at (432) 523-3640.

Conduct Before and After School
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 are subject to 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
The library is open continuously during regular scheduled school hours and for a brief period of time before and after school. TThe district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list to the principal or campus librarian.

The district will provide parents access to each time the parent's child checks out a library material that includes the title, author, genre, and return date of the library material through Destiny online access.

A parent may access the school's library or any available online catalog through Destiny online access.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian or principal with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

Use of Hallways during Class Time
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
Certain areas of the school will be accessible to students before and after school for specific purposes. Students must remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:45 a.m.

- Hallways and common areas, along with classrooms used for tutorials.

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
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 policy FNAB (LOCAL) requirements. A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district.

School-Sponsored Trips

Sponsors shall be in charge of and control all school trips. Transportation shall be provided by and approved by school authorities. Students may return with their parents if approved by the sponsors.

School-Sponsored Field Trips
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.

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

Searches and Investigation

Searches in General

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

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

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
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 on district property.

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

Metal Detectors
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.

Personal Communications and Other Electronic Devices
Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See AISD 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.

[For more information, See Electronic Devices and Technology Resources and policy FNF (LEGAL).]

Trained Dogs
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, district officials may search it.

Drug Testing
Students involved in extracurricular activities will be subject to the Approved Drug Testing Policy policy FNF(LOCAL).

Vehicles on Campus
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.]

Special Programs

The district provides special programs for gifted and talented students, homeless students, foster care students, 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 and programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Student Services at (432) 523-3640.

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

Gifted-Talented Program
The Andrews Gifted and Talented program is a flexible system that assures an array of learning opportunities for gifted/talented students in kindergarten through grade 12. The district places emphasis on content in the four core academic areas. Each campus will provide strategies for students to acquire the knowledge and skills needed in order to develop meaningful products appropriate to their abilities. The district serves approximately 5% of the total enrollment in the Gifted and Talented program at each grade level. A student must be nominated for placement by a parent or teacher. The nomination process is ongoing; however, a district screening timeline is listed below.

September – October: Students in Grade 1

December – February: Students in Kindergarten (G.T services begin in March)

April – May: Students in Grades 1 – 12

If you feel your child might meet the qualifications for placement in this program, please contact your campus principal for additional information.

Andrews ISD invites community and family participation in this valuable program. Parents are encouraged to review all aspects of the Gifted and Talented program, including student identification processes, instructional projects, and curriculum. Further information on the G/T program is available at each campus.

Standardized Testing

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 Pre-ACT 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.

TSIA2 (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.

Summer School

Summer school will be offered to students who need to make up attendance for course credit or who did not pass an End of Course (EOC) STAAR exam.

Tardies

A student is considered tardy if he/she is not seated in the classroom when the tardy bell rings. Consequences for students being tardy will follow the AHS campus discipline guidelines. Tardy calculations are done by six weeks.

Students with zero tardies and no discipline referrals Friday through Thursday every week will receive an extended lunch period every Friday or other rewards depending on the time of year and other school activities.

Telephone, use of

A phone is provided for students to use in the assistant principal's office. The phone should be used only between classes. Phone messages will be delivered to students only from their parents as is deemed necessary by the principal or the assistant principals. No social calls are permitted.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

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.

Laptop Computers

The student is financially responsible for the computer, which includes damage and theft. Insurance options that cover damage or loss (with applicable deductibles) are provided to the student, but the student is not required to purchase insurance. The student is required to pay a yearly user fee. Specific information governing the issuance, use, and liability for loss or damage is provided to students when

the computer is issued. Students must turn in the computer at the end of the school year, except for graduating seniors who can purchase the computer according to established guidelines and procedures.

Failure to return the school-issued laptop computer will be criminally pursued as a theft of school property.

Transfers

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

[See Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services.]

Transportation

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. Lists of students making the trip shall be prepared and shared prior to making the trip for the use of school authorities and sponsors. Time of departure, estimates of arrival times and times for all programmed events, meeting places, rest stops, and eating stops shall be made ahead when possible. Absences or tardies from the programmed event shall be considered an infraction. Dress for travel shall be the same as the school dress code, except with the sponsor's permission. If the trip involves absence from school, students should make arrangements in advance with each teacher to make up all the work.

Buses and Other School Vehicles
The district provides school bus transportation at no cost to students living two or more miles from school and to students experiencing homelessness.

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 driver's and all passengers' safety, students must board district vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

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 AISD Transportation at (432) 523-3640.

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:

- Observe all usual classroom rules
- Follow the driver’s directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle
- 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 per the Student Code of Conduct or Transportation Discipline Plan, including losing the privilege to ride in a district vehicle.

Please Note: Failure to observe the above rules will result in a visit to the principal's office for discipline.

School Transportation Discipline Plan
First Offense: WARNING ISSUED—The driver shall verbally warn students who violate rules and regulations governing student transportation. If the misconduct continues, the driver shall inform the student of the next step in the discipline plan. The driver shall document ALL incidents and verbal warnings in a journal.

First Report: REPORT FILED—The driver shall file a discipline report on students IF their conduct does not improve after the driver issues a warning. Reports are submitted to the director of transportation and directed to the campus administrator for action.

The campus administrator shall confer with the student about their reported misconduct.

The campus administrator shall notify parents of their child's behavior on the bus and request their help in solving the problem. They should be made aware that any other reports received will result in the loss of bus riding privileges for a period of not less than three (3) school days.

All actions taken will be documented.

Second Report: THREE DAY REMOVAL-The driver shall use the same procedure as before:

The campus administrator shall confer with the student

concerning their continued misconduct on the bus.

The administrator shall notify the parents that their child will lose bus riding privileges for a period of three (3) school days.

The loss of privileges will begin the following school day.

All actions taken will be documented.

Third Report: TEN DAY REMOVAL-The driver shall use the same procedures as before:

The campus administrator shall confer with the student.

Notify the parents that their child will lose bus riding privileges for a period of ten (10) days.

The loss of privileges will begin the following school day. All actions taken will be documented.

Fourth Report: TWENTY DAY REMOVAL-Use the normal referral procedures.

The campus administrator shall confer with their student.

The administrator shall notify the parents that the child will lose bus riding privileges for a period of twenty (20) school days.

The loss of privileges will begin the following school day.

All actions taken will be documented.

Fifth Report: LONG-TERM REMOVAL-Use the normal referral procedures.

The campus administrator shall confer with the student and notify the parents that their child will lose bus riding privileges for a period of time as determined.

ALL grievances at this level are to be directed to the assistant superintendent of operations.

The assistant superintendent should receive all documentation concerning prior conduct, warnings, discipline, and parent contact concerning the problem child. The assistant superintendent will work directly with the parents concerning reinstatements.

SEVERE ACTION: Immediate removal from the bus. The following behaviors shall be classified as SEVERE:

Physical assault on another student or driver.

Possession of illegal weapons.

Verbal or abusive assault on the driver or students.

Terroristic threats toward students, drivers, parents, or school districts.

Fighting is an automatic three (3) day suspension from riding the bus for all parties involved.

Students who are involved in a second fight will automatically receive a long-term suspension.

The assistant operations superintendent will decide the punishment for severe actions (above).

NOTE: Suspension of bus privileges does not affect compulsory attendance requirements. The student is required to attend school while suspended from the bus.

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

Vandalism

Littering, defacing, or damaging school property is not tolerated. Students who do so will be required to pay for the damages they cause and will be subject to criminal proceedings and disciplinary consequences per the Student Code of Conduct.

Video Cameras

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.

AISD Administration will review the video and audio recordings and document student misconduct as needed. 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, speak with the principal, who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

Visitors to the School

General Visitors

Parents and others are welcome to visit district schools. To ensure the safety of those within the school and avoid disrupting 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.

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

Individuals may visit classrooms during instructional time only with the 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 will not be permitted.

Unauthorized Persons
In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry 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
- 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

A verbal warning and persistent inappropriate behavior are not required for a person serving as a referee, judge, or other official of an extracurricular athletic activity or competition sponsored or sanctioned by the school district or UIL to eject a spectator.

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

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

Volunteers

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the Human Resources Office for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Other volunteers will be subject to a state criminal history background check, subject to exceptions in accordance with state law and district procedures. The volunteer must pay all costs for the background check.

Voter Registration

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

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 19 or older, married, or 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.

All fines, fees, and lost textbook charges should be paid before the student's records are forwarded to the receiving school. The school-issued laptop computer and student ID must be returned as well. A parent or legal guardian must sign the withdrawal form. Failure to return the school-issued laptop computer will be criminally pursued as a theft of school property.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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.

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

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are 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.

IEP stands for the 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.

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

SAT refers to 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 students with disabilities. It requires 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 perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. If necessary, students have multiple opportunities to take the tests for promotion or graduation.

The Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board. It 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 conditions for out-of-school suspension and 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. It is administered for those who meet the participation requirements in kindergarten through 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 to be successful in undergraduate programs in Texas public colleges and universities.

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

Appendix A:
Pre-AP/AP/Honors Acknowledgement Forms

Andrews ISD
002901

SPECIAL PROGRAMS
PRE-APS

EHBN
(EXHIBIT)

EXHIBIT A

MEMORANDUM OF UNDERSTANDING AISD PRE-AP / ADVANCED COURSE STUDY

Pre-AP courses offer more rigor and depth in each prescribed discipline. These courses prepare students to begin earning college credit and also assist students in preparing to apply and attend a college or university program.

Before deciding whether to enroll in more advanced courses, students may wish to assess their commitment to and motivation for advanced work. Just as teachers are dedicated to developing exemplary programs, students must also exhibit the same dedication to succeed academically.

Students, are you willing? Parents, are you willing for your child to do the following:

- Spend several hours each night doing homework?
- Have less time for a job or extracurricular activities?
- Actively participate in class discussion, read widely, pursue library and online research, and write extensively?
- Be willing to deal with some tasks that are tedious, time consuming, or repetitive to learn a new skill?
- Be willing to master the competencies of the course NOT relying on extra credit?
- Manage your time, including pursuing long-term, complex assignments, without excessive reliance on teacher direction or student collaboration?
- Be willing to pursue a course of study that is appropriate for your needs and abilities and that is not based upon what friends have selected?
- Be willing to risk competition among other highly accomplished and bright students and accept the rigor and depth of these high-level classes? In other words, are you willing to risk a lower grade in a high-level class rather than simply receive an "A"?

STUDENT SIGNATURE

PARENT SIGNATURE

For Office Use Only

CAMPUS SIGNATURE

CENTRAL OFFICE SIGNATURE

Appendix B:
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 AISD Policy FFI (LOCAL). Below is the text of AISD Policy FFI (LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying
AISD Policy FFI (LOCAL) adopted on 11/6/2017

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.

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.

The District prohibits retaliation by a student or District employee against any person who, in good faith, reports bullying, serves as a witness or participates in an investigation.

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.

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.

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.

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged bullying incident.

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.

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

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.

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by AISD 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 a determination on each type of conduct.

The principal or designee shall conduct an appropriate investigation based on the allegations in the report and promptly take interim action, if appropriate, to prevent bullying during the course of the investigation.

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time, if necessary, to complete a thorough investigation.

The principal or designee shall prepare a final, written investigation report. 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.

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. If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

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.

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.

The principal or designee shall refer to AISD Policy FDB for transfer provisions.

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.

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.

To the greatest extent possible, the District shall respect the complainant's privacy, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

A student dissatisfied with the investigation's outcome may appeal through AISD Policy FNG (LOCAL), beginning at the appropriate level.

Records shall be retained in accordance with the AISD Policy CPC (LOCAL) .

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. To the extent practicable, copies of the policy and procedures shall be posted on the District's website and readily available at each campus and the District's administrative offices.

Appendix C:

Academic Integrity Policy

Andrews High School Academic Integrity Policy

As a result of a cheating scandal in one of its government classes, Harvard forced approximately seventy students to withdraw from the university, and another forty were put on academic probation. This is in addition to the average of seventeen students the university usually forces out due to academic dishonesty each year. Universities across the country have policies in place that provide consequences, such as failed courses, suspension, or expulsion, for students who fail to live up to the academic standards of that institution. Here at Andrews High School, academic dishonesty has become a problem, particularly among students in Dual Credit, AP, and Honors classes, as they are under more pressure to succeed. Cheating is not limited to Honors AP or Dual Credit classes. All classes and courses at Andrews High School deserve the utmost individual effort on the part of the students for learning to be effective. This policy aims to educate students on what qualifies as academic dishonesty and establish a consistent policy of consequences for students engaging in academic dishonesty.

Definitions

Each student will be asked to sign an Honor Code that defines the major forms of academic dishonesty and the consequences for participating in any of them. The definitions of the different types of academic dishonesty are listed below.

- **Cheating** includes, but is not limited to:
    - Copying from another student's test, paper, project, or other assignment;
    - Use or possession of materials not authorized by the person giving the test, project, or other assignments, including but not limited to class notes, calculators, electronic devices, specifically designed cheat sheets, textbooks, cell phones or other electronic devices, etc.
    - Providing aid or assistance to or receiving aid or assistance from another student or individual, without authority, in conjunction with a test, project, or other assignment;
    - Discussing the contents of a test with another student who will take the test;
    - Using, buying, stealing, transporting, soliciting, or coercing another person to obtain answers to or information about an un-administered test, project, or other assignment; or
    - Use of Artificial Intelligence (AI) without authority.
- **Plagiarism:** representing ***as your own work*** any material that was obtained from another source, regardless how or where you acquired it.
    - Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts from a variety of sources such as books, journal articles, magazines, downloaded students (including homework assignments), etc
    - By merely changing a few words or rearranging several words or sentences, you are not paraphrasing. Making minor revisions to borrowed text amounts to plagiarism. Even if properly cited, a "paraphrase" that is too similar to the original source's wording and/or structure is, in fact, plagiarized.
- **Collusion:** working with another person on an assignment for credit *without the instructor's explicit permission to do so.*
- **Misrepresenting Facts includes providing false information to postpone an exam or obtain an extended deadline for an assignment and lying on applications for awards or other non-class-related activities that affect your high school diploma or transcript (e.g.,** NHS points, CAS for IB students).

- **Multiple Submissions:** submitting essentially the same written assignment for two courses without authorization to do so.
  Definitions are from the University of Texas Academic Honesty webpage.

Andrews High School Academic Integrity Policy

Consequences:*

There are three levels of consequences that escalate with each subsequent infraction. The level will **follow a student throughout his/her high school career** at Andrews High School across all content areas.

First offense:
- The student receives a zero for the assignment (in any class or course).
- The teacher will contact the parents.
- Academic Dishonesty Referral submitted to principal. The Assistant Principal logs the first offense for cheating and reviews the policy and consequences with the student.
- 1 Day ISS

Second offense (not necessarily the same class or course—second offense total)
- The student receives a zero for the assignment
- Parents are contacted by the teacher and by the student's alpha principal.
- Academic Dishonesty Referral submitted to principal. The Assistant Principal logs a second offense for cheating and reviews the policy and consequences with the student.
- Three days ISS
- The student becomes ineligible for the National Honor Society and any elected position, including, but not limited to, class officer, student council officer, and teen of the month.

Third offense: (not necessarily the same class or course –*third offense total)*
- The student receives a zero for the assignment.
- The student's alpha principal contacts the parents.
- Academic Dishonesty Referral submitted to principal. The Assistant Principal logs a third offense for cheating and reviews the policy and consequences with the student.
- The student is immediately removed from all weighted classes, if applicable.
- Seniors will be ineligible for Honor or High Honor Graduate status, and the student's counselor may report repeated infractions to the college admissions office and rescind previous letters of recommendation.
- The student is suspended for one day and will be assigned 5 days of ISS.

****Students enrolled in dual credit courses through Odessa College will receive the consequences listed above. Please note that Odessa College has the right to impose additional consequences, including, but not limited to, reporting the student to the Behavior Intervention Team or dropping a student from the course or college without refund.***

Appeals

There are three levels of appeal for students or parents who desire to appeal the teacher, principal, or committee's decision.

First Offense Appeal*:* The student and his/her parents will schedule a conference with the student's principal and the teacher in question. The appeal of this decision will go to the Principal. The decision of the Principal is final for a first offense.

Second Offense Appeal: The appeal process for a first offense will be followed. If the decision of the Principal is to be appealed, the student and his/her parents will appear before the Academic Integrity committee. This committee will comprise five teachers: one from each of the core areas, one elective teacher, an administrator, and a counselor. The committee will be provided with documentation and statements from the related teacher(s) and principal. Additionally, the student **must** submit a written statement, in the form of an essay, discussing his/her versions of events and rationale for appeal. This statement must be submitted to his/her principal a minimum of one week before the appeal committee meets. The decision of the Academic Integrity Committee is final for a second offense. 0

Third Offense Appeal: The student and his/her parents will follow the appeals process for the first and second offenses. If the student and parent wish to appeal the decision of the Academic Integrity Committee, a secondary appeals committee will be convened. This committee will be composed of the NHS Faculty Advisory Committee, the Principal, and a representative from Andrews ISD Administrative Office.

Andrews High School Academic Integrity Policy

Responsibilities of Involved Parties

Responsibilities of student

- Read and gain a clear understanding of the different types of academic dishonesty in order to avoid them.
- Give oneself enough time to adequately complete assignments so that the temptation to cheat is not present.
- Make sure that you do not look at other students or their work while testing. Make sure that your paper cannot be seen during a test.
- Do not talk or use electronics during a test, even if you are finished.
- Do not discuss a test or quiz with other students until all students have taken the assessment. This includes students from other classes, not just your own.
- Do not work with other students unless your teacher has made it clear that this is allowed. Do not copy someone else's homework, and do not let someone else copy your homework.
- Make sure you know how to cite or paraphrase correctly to avoid plagiarism.
- Do not use Artificial Intelligence (AI) without authorization.
- Make teachers aware of instances of cheating if you know about them.

Responsibilities of Teacher

- Educate all students on the Academic Integrity Policy, the definitions of the different types of academic dishonesty, and any class-specific procedures (ex. cell phone usage).
- Put the Academic Integrity Policy on the syllabus and require students to sign the honor code at the beginning of the year. (if a student refuses to sign the Honor Code, (s)he may not enroll in ***weighted*** classes.
- Enforce the policy equally among students.
- Fill out academic dishonesty referrals for all infractions.
- Keep clear documentation and statement of events. Provide documentation as needed to the principal and appeals committee.

Responsibilities of Administration

- Read and gain a clear understanding of the definitions of academic dishonesty and the Academic Integrity Policy.
- Track offenses of students in his/her alpha group across all classes.
- Provide documentation of the conference, as applicable, to the appeal committee.
- Publish the Academic Integrity Policy on the Andrews High website.

Responsibilities of Parents

- Remind students about core values and the importance of integrity in regard to academics.
- Support students' efforts rather than grades. Excessive pressure to succeed can increase a student's likelihood of seeking outside sources for "help" on assignments.
- Know what is required of students. Keep track of assignments, calendars, etc., so that you can support your child in his/her academics. Be mindful of tasks such as essays or projects that may take an extended amount of time to complete.

Andrews High School Academic Integrity Policy
Sources

The Academic Integrity Committee referenced and/or quoted information from the following sources to create this policy.

Garland High School. " GHS Honor Code 2013", IBO Honor Code"

Palo Alto High School. "Academic Honesty Policy"
http.//www..paly.net/academics/academic.honest

Perez-Pena, Richard. "Student Disciplined in Harvard Scandal. "New York Times. 2 February 2013. Web.

Stephens, Jason M. and David B. Wangaard. "Teaching for Integrity: Steps to Prevent Cheating in Your Classroom" The School for Ethical Education. Accessed June 19, 2013.
http://ethicsed.org

University of Texas. "What is Academic Dishonesty?"
https://catalog.utexas.edu/general-information/appendices/appendix-c/student-conduct-and-academic-integrity/

Andrews High School Academic Integrity Policy

*Teacher:*_____ **Dept***:*_____ *Room:*_____

I have been informed of and understand Andrews High School's Academic Integrity Policy, including the types of academic dishonesty, such as, but not limited to, cheating, plagiarism, and collusion. I am also aware of the consequences in place for those who do not practice academic integrity.

I pledge not to participate in any form of academic dishonesty in any of my classes at Andrews High School. I understand that if I am found in violation of any part of the Academic Integrity Policy, I will be subject to the consequences of my behavior, as laid out within the policy.

Student Signature:

_____

Student Name (Please Print):

_____

Date:_____

_____

I have been informed of and understand Andrews High School's Academic Integrity Policy, including the types of academic dishonesty, such as, but not limited to, cheating, plagiarism, and collusion. I am also aware of the consequences in place for those who do not practice academic integrity.

I pledge for my students not to participate in any form of academic dishonesty in any of their classes at Andrews High School. I understand that if my student is found in violation of any part of the Academic Integrity Policy, they will be subject to the consequences of their behavior, as laid out within the policy.

Parent Signature:

_____

Parent Name (Please Print):_____

Date:_____

_____

Appendix D:
Core Courses for GPA / Class Rank

Eligible Core Courses - Included in GPA for Purposes of Class Rank

The core courses included in rank are courses that count towards graduation in the core subject areas. Below are the core courses that meet state graduation requirements and are offered at Andrews High School. As the TEA continues to add to the list of eligible courses, other courses may be eligible.

Courses with an asterisk (*) and year notate that the course is no longer offered, and the last graduating class it will be used for GPA ranking. Courses with two asterisks (**) and year notate that the course is being offered and the first graduating class it will be used for GPA ranking. Starting in 2025-26, students taking an AP course will be required to score a 3 or higher on the Advanced Placement exam. Any score below a score of 3 on the AP exam will not qualify for a TIER 3 level course in GPA calculation, and will be calculated in GPA as a TIER 2 level course. These courses are notated by a (+).

ENGLISH:

Tier 2	Tier 3
English I	Honors English I
English II	Honors English II
English III	AP English Language* (2026)
College Prep ELAR Comp	(+) AP English Literature and Comp
English IV	DC English III: 1301/1302
	DC English IV: 2322/2323
	DC American Literature: 2327** (2030)
	DC Humanities: 2323** (2030)

MATH:

Tier 2	Tier 3
Algebra I	Honors Algebra I
Geometry	Honors Geometry
Algebra II	Honors Algebra II
College Prep Math	DC College Algebra/DC Stats: 1314/1342
Advanced Quantitative Reasoning	Honors Precalculus
Algebraic Reasoning	DC Precalculus/Calculus I: 2412/2413

SCIENCE:

Tier 2	Tier 3
Biology	Honors Biology
Integrated Physics & Chemistry	Honors Chemistry
Chemistry	Honors Physics
Physics	AP Biology* (2025)

Earth & Space Science
Environmental Systems
Microbiology
Advanced Animal Science
Science: 1419/2321
Anatomy & Physiology
Science* (2024)
Advanced Plant and Soil Science
Physiology* (2025)

AP Chemistry* (2024)
Honors Medical
DC Advanced Animal
AP Environmental
Honors Anatomy &

DC Anatomy & Physiology: 2401/2402
DC Biology: 1408/1409
DC Chemistry* (2024)
Pathophysiology

SOCIAL STUDIES:

Tier 2
World History
US History
World Geography
US Govt/Economics
Psychology/Sociology
Economics: 2305/2301
Personal Financial Literacy
Sociology: 2301/1301
Western Civilizations* (2024)

Tier 3
(+) AP Human Geography
AP World History* (2027)
AP US History* (2026)
DC US History: 1301/1302
DC US Govt/DC
DC Psychology/DC
DC

DC World Civilizations: 2321/2322
DC Mexican American: 2327** (2030)
DC Texas History: 2301** (2030)

Appendix E:
Non Discrimination Disclaimer

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

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

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail:

U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410; or

2. Fax: (833) 256-1665 or **(202) 690-7442**; or

3. Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Appendix F:
Personal Communication Device Guidelines

Andrews ISD Personal Communication Device Guidelines

House Bill 1481 (revision of Texas Education Code 37.082), passed by the 89th Texas Legislature and signed into law by the Governor, requires all public school districts in Texas to adopt a policy **prohibiting the student use of personal communication devices during the instructional day**. In alignment with this law, Andrews ISD has established expectations and procedures to ensure a focused and distraction-free learning environment for all students.

HB 1481 mandates that students are not permitted to have personal communication devices during the instructional day unless stored in an approved storage device.

- Personal communication devices include but are not limited to: cell phones, smartwatches, Bluetooth headphones, tablets, gaming devices, and personal laptops.
- The campus instructional day includes passing periods and lunch. Dismissal for off campus lunch and returning from off campus lunch are considered a passing period.
- These devices may not be used in any classroom, hallway, the cafeteria, restroom, or locker room, gym, etc. during the instructional day.
- The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

For AISD K-12 students: Students shall not use a personal communication device during the instructional day. That means a student's personal communication device **is not permitted door to door, including all passing periods, and tutorial time (if applicable).**

- if a parent decides to send a communication device with his/her child, the parent may send a communication device to school in the student's backpack under the following conditions **(backpack is considered the approved storage device).**
  - the device must be turned off and placed inside backpack prior to entering the property during the instructional day;
  - the device must remain off, inside the student's backpack, out of sight during the entire instructional day; including during lunch and passing periods.
    - If any communication device becomes noticed or visible, makes noise, or is accessed by the student in any way, it will be treated as an infraction.

- If the device causes a disruption, even unintentionally, it will be treated as an infraction.
- Students found physically accessing the device, either in the open or by attempting to access the phone within a backpack, are in violation of the policy.

Note: the phrase, ***"door to door, including passing periods, and including tutorial time if applicable,"*** means a communication device should be powered off and placed inside the student's backpack prior to entering the door of school property and should remain in the student's backpack during the instructional day, including inside/outside passing periods, and including tutorial time (if applicable), until the instructional day is over and the student has exited the school property.

Emergency Contact Procedures

Parents/guardians who need to contact their child during the school day must call the campus front office. Staff will ensure the message is delivered in a timely manner. Because AISD provides secondary students with school issued laptops, a parent may e-mail his/her student and vice-versa in order to contact his/her child.

School Liability when a Device is in the School's Possession

Note: If a personal communication device is in the possession of the school, the school will take appropriate efforts to keep the device appropriately stored and free from damage. However, parents should note the school specifically disclaims any liability for devices that are damaged or lost while in the school's possession. Parents will not be compensated for devices that have been in the school's possession in the event those devices are lost or damaged while in possession of the school.

Frequently Asked Questions

- Can my child have their phone before and after school?
  - Devices are not allowed inside the school building **door to door, including all passing periods, and tutorial time if applicable.** Devices are allowed during before/after-school activities.
- Can my child have his/her phone outside the building during passing periods if he/she has to walk outside to another building?
  - Communication devices must remain off and inside the student's backpack during all passing periods.
- Can my child have their phone during extracurricular activities off campus?
  - If students are at extracurricular activities, they will be allowed to use their device.
- Can my child have their phone on the bus?
  - If students are on a school bus, they will be allowed to use their device.
- What if I need to contact my child for a non-emergency?
  - You may contact the front office of the campus your child attends. Any message that needs to be relayed during the school day will be sent to your student in a timely manner. Secondary students can also e-mail their parents and vice-versa.
- What if my child needs to contact me during the school day?
  - Teacher discretion will be used to allow students to go to the front office to make any phone calls needed during the day. E-mail is also a viable option.
- What happens if my student forgets their device is in his/her pocket or outside the backpack?
  - The device may go unnoticed; however, if it becomes noticed or visible, makes noise, or is accessed by the student in any way, it will be treated as an infraction. If the device causes a disruption, even unintentionally, it will be treated as an infraction.
- What if my child has a medical reason for needing a phone during school hours?
  - Any student needing a communication device during school hours for medical reasons will need to have this documented in their 504 plan or IEP.
- What can parents do to prepare for this change?
  - Speak to your child about this new policy.
  - Encourage appropriate cell phone use.
  - Promote the importance of student focus on instruction.
- Why is there a change in this policy?
  - The 89th Texas Legislative session resulted in the passage of House Bill 1481. This House Bill states, "schools shall adopt, implement, and ensure the district or school complies with a written policy prohibiting a student from using a personal communication device while during the instructional day.
  - The policy must establish disciplinary measures to be imposed for violation of the prohibition and may provide for confiscation of the personal communication device."

TEA Guidance Related to Overall Scope of Policy

Notes: The statute requires that the District policy, at a minimum, (a) state that student use of personal communication devices is prohibited on school property during the school day, and (b) establish disciplinary measures to be imposed for violation of the prohibition.

This means that a student communication device is **not allowed door to door of a campus/district facility, including all passing periods, and tutorial time if applicable.**

In the event a student breaks this law, discipline procedures will be as follows:

For AISD K-12 students:

1st offense: Written Warning
2nd offense: 1 Day ISS
3rd offense: 3 Days ISS
4th offense: 4 days ISS
5th offense: 5 days ISS
6th offense: 5 days DAEP

On all campuses and for all offenses, the devices will be confiscated, and stored in the campus office. Parents/guardians will be notified and parents/guardians may retrieve the device after 4:30 pm on school days. Devices will only be returned to the parent or guardian.

Definitions for AISD

"personal communication device" is defined in Texas Education Code Section 37.082(d). It includes but is not limited to: cell phones and any wearable technology that is capable of digital communication or telecommunication, like glasses, smartwatches, etc.

"school property" is defined as: **(a)** inside a campus or district facility where teaching/instruction is provided, including but not limited to: classrooms, hallways, PE gyms, cafeterias, band halls, and **(b)** any outside property located between or around campus buildings during any passing period of the instructional day.

"instructional day" is defined as **door to door of a campus or instructional facility, including all passing periods, and tutorial time if applicable.**

"use" is defined as anything outside of the student's backpack is considered 'use. Even if the device is in the backpack, if it is turned on, easily accessible and capable of receiving or sending a communication signal in any manner it is in use. The device does not have to be in a student's hand or on his/her person to be in 'use'.