GALENA PARK
INDEPENDENT SCHOOL DISTRICT

Student Handbook
2026-2027

Galena Park Independent School District

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LEADING • LEARNING • SERVING

Galena Park Independent School District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited. For further information about this policy, contact Jerid Link, Assistant Superintendent for Human Resource Services - Compliance and Hearing 832-386-1207. Relay # for TDD (Telecommunications Device for the Deaf) with TTY call 711 or 1-800-735-2989 without TTY call 711 or 1-800-735-2988.

A letter from the GPISD Superintendent of Schools

Welcome to the 2026-2027 school year in Galena Park ISD!

As we begin a new academic year, we embrace the opportunity to *Think Big* while continuing to demonstrate excellence across all areas. Whether in academics, athletics, fine arts, or other programs that highlight the talents of our outstanding students and staff, Galena Park ISD remains committed to sustaining its reputation as a performance leader in the great State of Texas.

Our mission *to prepare students to become productive citizens and lifelong learners continues to guide our work and inform every decision we make*. We take this responsibility seriously, recognizing the trust placed in us by our students, families, and community stakeholders. Through high expectations and meaningful learning opportunities, we are dedicated to ensuring every student is equipped for long-term success.

Please know that every employee of Galena Park ISD is fully committed to your child(ren)'s academic growth and personal development. Each day, we strive to foster a safe, supportive, and challenging learning environment where all students are encouraged to reach their highest potential.

We extend our sincere appreciation to our parents and family members for your ongoing partnership and support. Your understanding of the expectations, guidelines, and procedures outlined in this Student Handbook will help guide your child(ren) throughout the school year.

Thank you for taking the time to carefully review the Galena Park ISD 2026–2027 Student Handbook and Code of Conduct. Should you have any questions, please contact your child(ren)'s campus so we may continue working together to *Think Big* together and ensure success for every student.

Sincerely,

John C. Moore

John Moore, Ed.D.
Superintendent of Schools

Mission Statement

The mission of the Galena Park Independent School District is to prepare students to become productive citizens and lifelong learners.

Administration Building

Phone: 832-386-1000
GPISD Anonymous Hotline: 832-386-1550

14705 Woodforest Blvd.
Houston, Texas 77015

P.O. Box 565
Galena Park, Texas 77547

Elementary Schools Directory

Cimarron Elementary **832-386-3240**
816 Cimarron, Houston, Texas 77015
Dr. Janie Jimenez, Principal

Cloverleaf Elementary **832-386-3200**
1035 Frankie, Houston, Texas 77015
Maria Muñoz, Principal

Galena Park Elementary **832-386-1670**
401 N. Main, Galena Park, Texas 77547
Dr. Irene Benzor, Principal

Green Valley Elementary **832-386-4390**
13350 Woodforest, Houston, Texas 77015
Lakeisha Washington, Principal

Havard Elementary **832-386-3710**
15150 Wallisville, Houston, Texas 77049
Dr. Lisa Hamblen, Principal

Jacinto City Elementary **832-386-4600**
10910 Wiggins, Houston, Texas 77029
Dr. Rebecca Gardea, Principal

MacArthur Elementary **832-386-4630**
1801 N. Main, Galena Park, Texas 77547
Dr. Victoria Garcia-Hernandez, Principal

Normandy Crossing Elementary **832-386-1600**
12500 Normandy Crossing Dr., Houston, Texas 77015
Veronica Montemayor, Principal

North Shore Elementary **832-386-4660**
14310 Duncannon, Houston, Texas 77015
Esmeralda Perez, Principal

Purple Sage Elementary **832-386-3100**
6500 Purple Sage, Houston, Texas 77049
Sandra Rendon, Principal

Pyburn Elementary **832-386-3150**
12302 Coulson, Houston, Texas 77015
Conrad Rivera, Principal

Sam Houston Elementary **832-386-4430**
4101 E. Sam Houston Pkwy. N., Houston, Texas 77015
Hilda Nañez, Principal

Tice Elementary **832-386-4050**
14120 Wallisville, Houston, Texas 77049
Dr. Toshia Gouard, Principal

Williamson Elementary **832-386-4000**
6720 New Forest Pkwy., Houston, Texas 77049
Patrick Piazze-McMahon, Principal

Woodland Acres Elementary **832-386-2220**
12936 Sarah's Lane, Houston, Texas 77015
Sandra Rodriguez, Principal

Secondary Schools Directory

Cobb Sixth Grade Campus **832-386-2100**
6722 Uvalde, Houston, Texas 77049
Adrian Hurtado, Principal

Cunningham Middle **832-386-4470**
14110 Wallisville, Houston, Texas 77049
Ashleigh Barrett, Principal

Galena Park Middle **832-386-1700**
400 Keene St., Galena Park, Texas 77547
Elizabeth Nava, Principal

North Shore Middle **832-386-2600**
120 Castlegory, Houston, Texas 77015
Erik Esparza, Principal

Woodland Acres Middle **832-386-4700**
12947 Myrtle Lane, Houston, Texas 77015
Dr. Yeri Villalobos, Principal

Galena Park High **832-386-2800**
1000 Keene St., Galena Park, Texas 77547
Juan C. Ramirez, Principal

N.S.S.H. 9th Grade Center **832-386-3400**
13501 Holly Park, Houston, Texas 77015
Barika Noris, Principal

N.S.S.H. 10th Grade Center **832-386-4880**
353 N. Castlegory Rd #3, Houston, Texas 77049
Kenneth Bryant Jr., Principal

North Shore Senior High **832-386-4100**
353 N. Castlegory, Houston, Texas 77049
David Pierson, Principal

CTE ECHS **281-459-7198**
5800 Uvalde Rd Building #7, Houston, Texas 77049
Dr. Jeff Hutchinson, Principal

Alternative Schools Directory

Zotz Education Center
Accelerated Center for Education **832-386-3670**
Center for Success **832-386-3630**
13801 Holly Park, Houston, Texas 77015
Marcus Morrow, Principal

District Childcare Center - North **832-386-2092**
14310 Duncannon Street, Houston, Tx 77015
LeKesha Garrett - Director of Childcare Services

District Childcare Center - South **832-386-3760**
1906 2nd Street, Galena Park, Texas 77547
Diane Sharp, Director of Childcare Services

Early Head Start-William Becker **832-386-2000**
1908 2nd Street, Galena Park, Texas 77547
Ana Lara, Director of Early Head Start

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Discipline Management Plan, Dress Code Regulations, Elementary and Middle School Dress Code

Discipline Management Plan

The basic provisions of the GPISD Discipline Management Plan are:

1. A Student Code of Conduct that includes rules, procedures, and expectations related to conduct and specifies the consequences of violating the code. An outline of the District's alternative educational programs shall be included. The Student Code of Conduct shall be published and made available online. Parents may request a paper copy from their child's principal.
2. Annually signed statements by each student's parent demonstrates the parent understands and consents to the responsibilities outlined in the District's Student Code of Conduct.

Dress Code Regulations

Students within the Galena Park Independent School District will adhere to dress code policies. A Standardized Dress Code policy has been adopted by each elementary and middle school campus, with the consent of the Site-Based Committee. Traditional dress code will continue for all high school campuses.

The principal of the school shall have the discretion to determine if a student's attire and/or grooming is acceptable and does not cause a distraction within appropriate health and safety standards.

Principals have the authority to modify the attire for special occasion days and events.

Each student will display appropriate grooming and dress for the educational environment. Attire which is deemed to be a distraction or disturbance to learning is prohibited.

Students who violate the dress code will be subject to disciplinary action.

Students assigned to the Center for Success (CFS) will be required to wear navy blue, khaki or black pants and a shirt issued by CFS.

Unacceptable Hair and Grooming

Unacceptable hair and/or grooming examples: gang related, profane, vulgar language or gang symbols cut into hair, or tattooed or cut into the skin. The principal of the school shall have the discretion to determine if a student's hair and/or grooming is acceptable and does not cause a distraction.

Standardized Dress Code (elementary and middle schools) incorporates all of the following. (Individual campuses are more specific regarding colors. Please contact your school.)

Elementary School Dress Code

Attire	Colors
Dresses, jumpers, shorts, slacks, skirts, skorts, jeans	Navy Blue, Khaki, Black (dress code bottoms)
Any collared, crew or v-neck, shirt or blouse	Any solid color

Spirit Day – Principal to designate days
Spirit shirt, college shirt, or standardized dress tops may be worn with dress code bottoms.

Middle School Dress Code

Attire	Colors
Dresses, jeans, jumpers, shorts, slacks, skirts, skorts, joggers	Navy Blue, Khaki, Black (dress code bottoms)
Any collared, crew or v-neck, shirt or blouse	A solid color (Please contact the school for specific color information)

Spirit Day – Principal to designate days
Spirit shirt, college shirt, or standardized dress tops may be worn with dress code bottoms.

Rules for Elementary & Middle School

- Shirts must not be oversized
- Pants must fit at the waist or a student must wear a belt; there will be no sagging. Students whose pants are sagging will have their pants cinched with a zip tie.
- Pants may not have any holes exposing skin above the knee. Ripped/Torn pants are acceptable. Any exposed skin above the knee must have leggings underneath. Exposed skin below the knee is acceptable.
- No spandex pants, skirts, or shorts
- No yoga pants or tights
- No flannel pants
- Shorts, skirts, dresses, and skorts must be mid-thigh or longer
- No leggings unless under a skirt or dress
- Long shirts are not considered a dress
- No midriff/crop tops
- Pull over sweaters, sweatshirts, jackets, etc. must be the color of the grade level (This rule applies only for middle school students)
- No hoods on heads
- No beanies/caps unless designated by administrators
- No blankets or pillows
- Hair must be clean and out of the face
- No symbols or shapes may be cut into the hair
- No backless shoes
- All tattoos must be completely covered
- A student's attire cannot cause a distraction
- **All backpacks or over-sized bags/purses must be see-through (clear or mesh).**
- **Appropriate mask/face covering shall be optional for all students in grades PK-12.**

Dress Code for High School, Unacceptable Attire, Attendance

High School Dress Code

Neat, clean, well-fitting clothing:	Dresses/skirts (mid-thigh or longer), mid-thigh shorts, or pants with tops and shoes

Unacceptable Attire

Tank tops	Slacks/pants/skirts worn below the waist
Tight fitted clothing	Blankets
Caps	Duster coats/Trench coats
Midriff tops	Hats
Athletic jerseys	Bandanas
Baggy, saggy, or oversized clothing	House shoes/slippers
Shirts with gang symbols, slogans, or colors	Shoes with wheels

Rules for High School

- Students must wear their Student ID Badge visible around their neck at all times
- Shirts must not be oversized
- Shirts must not be low cut or tight
- Pants must fit at the waist or a student must wear a belt. There will be no sagging. Students whose pants are sagging will have their pants cinched with a zip tie.
- Pants may not have any holes exposing skin above the knee. Ripped/Torn pants are acceptable. Any exposed skin above the knee must have leggings underneath. Exposed skin below the knee is acceptable.
- No clothes with reference to alcohol, sex, vulgar language, gang symbols, or shapes
- No visible tattoos with reference to alcohol, sex, vulgar language, or gang symbols, affiliations or shapes
- All tattoos on face must be covered at all times
- Yoga/spandex pants allowed only with a long shirt that comes below the buttocks
- Hair must be clean and out of the face/eyes
- No symbols or shapes may be cut into the hair
- A student's attire cannot cause a distraction
- **All backpacks or over-sized bags/purses must be see-through (clear or mesh).**
- No backless shoes

Students should be cautious when selecting shoes for school. High heels can become uncomfortable after an entire day of school. Galena Park ISD is not responsible for injuries due to shoe choice.

The principal of the school shall have the discretion to determine if a student's tattoos or body piercings are a distraction.

Attendance

Each child residing in or legally transferred to GPISD who is as much as six years of age, or who is less than six years of age and has previously been enrolled in a public school, and who has not completed the academic year in which his/her nineteenth birthday occurred shall be required to attend school each day for the entire period the program of instruction is provided.

In order to receive credit in a class, students must be in attendance for at least 90% of the days the class is offered. Students who are in attendance for fewer than the prescribed number of days set by the law shall not be given credit for the class unless the attendance committee finds that the absence(s) are the result of extenuating circumstances.

When returning to school after an absence, a student must bring a note signed by the parent that describes the reason for the absence; notes signed by the student, even with the parent's permission, will be considered forgery and the student will be disciplined.

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

- Religious holy days
- Required court appearances
- Appearing at a governmental office 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.

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

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:

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence
- 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 per school year to serve as:

- An early voting clerk, if the district's board has authorized this in policy FEA(LOCAL), the student notifies their 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.

> If the attendance committee finds that there are no extenuating circumstances for the absence or if conditions established by the committee for earning or regaining credit are not met, the committee shall deny credit for the class. Students whose petitions for credit are denied may appeal the attendance committee's decision to the Board of Trustees by submitting a written request that includes the basis for the disagreement with the committee's decision to the Superintendent's designee. The appeal shall be addressed as provided by the student complaint policies. (See FNG (Legal) & FNG (Local)).

The District shall provide alternative ways for students to make up work or regain credit lost due to attendance.

In all cases, the student must also earn a passing grade in order to receive the credit.

Students who have been absent for any reason are required to make up the work they missed within the time given by the teacher. Failure to make up work may result in academic penalties.

It is the student's responsibility to request missing assignments. Parents may request assignments for a student who will be absent more than three days for personal illness by calling the school **office 24 hours in advance.**

Students who are absent for any part of the school day will not be allowed to participate in school related activities on that day or evening, unless the absence is considered justifiable (e.g. school related activities, doctor's appointments for part of the day). This also applies to participating on Saturday when absent on Friday.

Students who are absent from school or from any class without permission will be considered truant and will be subject to disciplinary action. Students with excessive tardies or unexcused absences shall be subject to appropriate disciplinary action and failure or loss of credit, but may not be suspended from school. **The parent of a student is responsible for requiring the student to attend school. Legal action may be taken if the parent reneges on the responsibility.**

Excused Absences

A child required to attend school may be excused for temporary absence resulting from any cause acceptable to the teacher, or principal of the school in which the child is enrolled. Excused absences may include temporary absence resulting from personal illness, death or illness in the family, quarantine, weather or road conditions making travel dangerous, or a required court appearance.

All absences for which the student brings a doctor's note will be considered excused absences. In cases where the student brings a parent note, the **first five notes** will excuse the absence, as long as the duration of the absence is between one and four consecutive days. All absences of five days or longer will require a doctor's note.

After the fifth note, regardless of whether or not the child has a parent note, the absence will be considered an unexcused absence unless the child has a doctor's note or visits the school nurse and is sent home due to illness.

Any notes from the parent and/or guardian explaining the nature of the absence must be submitted no later than three (3) school days after the student's absence and must include specific information as to the nature of the absence. Information required:

1. Name of student
2. Campus
3. Date(s) of absence(s)
4. Specific reason for absence(s)
5. Signature of parent/guardian
6. Phone number of parent/guardian
7. Date

Semester examinations missed during exam week at the end of each semester must be made up within ten days after the end of each semester provided the student has an excused absence unless other arrangements have been made with the principal. **Failure to make up final examinations will result in an exam grade of 0.**

Consecutive Absences

Any student who is absent five (5) or more consecutive days will be required to submit a doctor's note to excuse the absences.

Warning Notice for Unexcused Absences

The District shall notify a student's parent in writing during student registration that if the student has been absent without an excuse ten (10) or more days within a six-month period in the same school year, the student's parent is subject to prosecution under Section 25.093, and the student is subject to a truancy court for truant conduct under Section 65.003(a), Family Code. If a student age 12 through age 18 violates the compulsory attendance law, both the parent and student may be referred to the truancy court.

* The fact that a parent did not receive a notice does not create a defense to prosecution under Section 25.093 or under Section 65.003(a), Family Code.

Tardies

Elementary Schools - Students are tardy to school if they are not in the school building when the tardy bell (7:40AM)

rings to start the school day. Students who are tardy must go directly to the office for a tardy slip. Parents must escort tardy elementary students into the front office to sign them in. Excessive tardies may lead to disciplinary action.

Secondary Schools - Students are tardy if they are not in their classroom when the bell rings to start the school day or any of the class periods.

Please contact your school principal regarding the beginning and ending times of school. Times are subject to change.

Student Transfers

Parents may request a student transfer for limited reasons. These reasons include, but are not limited to: Public Education Grant (PEG) list, and being a victim of a violent crime on campus (Policy FDE). For more information regarding transfers, please contact the Student Admissions Office. If your student is transferred to another school, the District is not responsible for transportation.

HEALTH-RELATED MATTERS

In the event of a pandemic, GPISD will adhere to CDC, state or local health recommendations.

Student Illness

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

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

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

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

Immunizations

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. No student may be enrolled in any school in Galena Park ISD unless he/she has been immunized against diphtheria, tetanus, and pertussis; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal disease. Immunizations are not a prerequisite for admission to the District schools when the student applying for admission can prove there are medical reasons or religious conflicts to prevent immunizations. The medical exclusion must be submitted annually and the religious exclusion is required every 2 years. (Policy, Health Requirements and Services, FFAB).

For exemptions based on reasons of conscience including religious beliefs, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the District. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at http://www.dshs.texas.gov/immunize/school/exemptions.aspx. 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. Each individual vaccine exemption affidavit must be renewed every two years from the date notarized.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. Entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus or at Early College High School may be subject to this requirement.

Galena Park Independent School District Required Childhood Immunization Schedule
Range of Recommended Ages

Birth	One dose Hep B (Hep B #1)
1 month	One dose Hep B (Hep B #2
2 months	One dose DTaP #1 One dose Hi One dose Polio #1 One dose Pneumococca
4 months	One dose DTaP #2 One dose Hib One dose Polio #2 One dose Pneumococcal
6 months	One dose Hib One dose DTaP #3 One dose Pneumococcal
6 months - 18 months	One dose Hep B (Hep B # 3) One dose Polio #3

12 months - 15 months	One dose Hib One dose Pneumococcal One dose MMR #1 One dose Varicella #1 One dose Hep A #1
15 months - 18 months	One dose DTaP #4 One dose Hep A #2 (at least 6 months after the 1st dose)
4 years - 6 years	One dose Polio #4 One dose MMR # 2 One dose DTaP #5 One dose Varicella #2
7th Grade	One dose Tdap booster Two doses Varicella if not previously received or history of chicken pox One dose Meningococcal
8th - 12th Grade	One dose Tdap booster if has been more than 10 years since last dose One dose varicella on or after 1st birthday or history of chicken pox. Two doses needed if vaccine given at 13 years or older
CTE ECHS Students	One dose Meningococcal within last 5 years

Tuberculosis Testing (TB)

Parents of all **new students** will be given the T**exas Department of Health's Risk Assessment Questionnaire** (replacing the formerly required TB skin test) to determine the TB risk of students entering the Galena Park Independent School District. If a student is identified through the use of the questionnaire to be at risk of TB exposure, a TB blood test or TB skin test will be required and must be read 48-72 hours after test to determine if that student has been infected. Parents will be given the original questionnaire to take to the health care provider (i.e. private physician, Health Steps, clinics) as evidence of determination of possible exposure to the condition.

A positive test will require evidence of a negative chest film and documentation of medical treatment. If proof of a negative x-ray and medical treatment is not provided, the student shall be excluded according to FFAB Board Policy.

Screenings

Texas Department of State Health Services requires the following health screenings for students:

- Vision & Hearing – Grades PK, K, 1, 3, 5, 7 and new students entering the district.
- Risk Assessment for Type 2 Diabetes: Grades 1, 3, 5, 7
- Students who fail the screening will receive a referral notice for further evaluation.
- Spinal – School-based spinal screening is designed to identify adolescents with abnormal spinal curves and refer them for appropriate follow-up by their primary care physician (PCP).
    - Girls will be screened two times, once at age 10 (or fall semester of grade 5) and again at age 12 (or fall semester of grade 7).
    - Boys will be screened one time at age 13 or 14 (or fall semester of grade 8).

A student may be exempt from spinal screening if documentation is submitted showing the student is under active, ongoing medical care for specific spinal problems or an affidavit is submitted to the school stating the screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is a member.

A parent/guardian may present proof of vision, hearing, and spinal evaluation from private sources, in lieu of this screening.

Communicable Diseases

Parents of students with a communicable or contagious disease are asked to contact the school nurse/principal so that other students who have been exposed to the disease can be alerted as advised by the Harris County Public Health and Environmental Services Department.

Convalescing students are not allowed to come to school until the disease is no longer contagious.

Some of these diseases include chicken pox, impetigo, measles, mumps, pink eye, ringworm, scabies, mononucleosis, streptococcal infections, hepatitis, bacterial meningitis and tuberculosis. Board policy FFAD AND FFAD (E) outlines when a student may return to school after being excused from school because the student had a communicable disease. The Human Immunodeficiency Virus (HIV), which causes Acquired Immune Deficiency Syndrome (AIDS) and other HIV related conditions are not transmitted in everyday school settings. An HIV-infected student need not be excluded from school unless certain conditions are present. Confidentiality of information concerning an individual's HIV status will be strictly maintained. Unauthorized disclosure of information concerning the HIV status of a student or staff members may result in civil and criminal penalties. (Texas Health and Safety Code, 81.103-104)

A history of measles illness is acceptable in lieu of measles vaccine, but the illness must be physician validated in writing. If a student is unable to submit a physician's statement, then measles vaccine is required. A history of mumps illness is acceptable in lieu of mumps vaccine. All histories of mumps illness must be physician validated. A history of chickenpox is acceptable in lieu of varicella vaccine. A parent or physician's verification is required.

COVID-19 (Coronavirus)

COVID-19 is a new virus discovered in 2019 that can affect the respiratory system and is characterized by fever, coughing, and shortness of breath. People with COVID-19 may be asymptomatic or experience from mild to severe symptoms and illness requiring hospitalization. Symptoms may appear 2-14 days after exposure to the virus. Individuals experiencing any of the following symptoms may consider being tested for COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Nausea or Diarrhea

Head Lice

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

Based upon specialized training and the professional judgement of the school nurse, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return. More information on head lice can be obtained from the TDSHS website at http://www.dshs.state.tx.us/schoolhealth/lice.shtm.

Medications at School

All medications must be brought to the nurse's office or principal's office in the original container. All medications must have a label including student's name, drug name, directions concerning dosage, and schedule for administration. **Prescription and non- prescription medication must be in original container with a written request from the parent or guardian to administer the medication and a physician's request for medication administration**. A student is only able to carry medication during the day if proper paperwork has been filled out by the physician, the parent and the nurse (ex. inhaler, epi-pen). For the safety of the child, narcotic medications will not be administered at school or at school functions. **A nurse needs knowledge of an existing illness or condition that may impact the administration of minor first aid or emergency care. The District will not purchase medication to give to a student.**

Clinic Procedures

A student must have a teacher's permission to visit the nurse's office. A nurse will be available during school hours for illness or injury and assist in health planning. **Please notify the school nurse if your child has any health problems, special needs, allergies, or is taking any medications**. Any reaction(s) that your child may have to medication could be a result of you not giving the nurse all the necessary medical information required to alleviate such results. **It is imperative that the school is given an emergency telephone number or contact person.** The parent is responsible for providing to the school nurse proof of immunizations as required by Texas state law. You will be notified if your child needs any additional immunizations.

Legacy Community Health

If you need medical advice and your child does not have a doctor, we encourage you to utilize Legacy Community Health. Conveniently located on select campuses, Legacy is a school-based health clinic that provides a variety of pediatric, behavioral health, psychological services and dental servicies. Legacy accepts most health insurance plans including HMO/PPOs, Medicaid, CHIP and private insurance. If you or your child do not have health insurance, Legacy offers sliding scale payment arrangements and grants to reduce the cost of health care services.

To contact Legacy, please call 281-628-2050 to schedule an appointment with one of our four school-based clinics. GPISD currently has Legacy clinics housed at the following locations: Almatha Clark Taylor, Green Valley Elementary, North Shore Senior High and Galena Park Middle School. Legacy Parent Consent Forms can be found on pages 64 and 65.

Statewide Fitness Assessment

All students in grades 3 - 12 who are enrolled in P. E. will complete a physical fitness assessment that includes six test items. The test items selected will vary depending on what each campus selected to assess from the state's list of items. If you would like to have the results of your child's physical fitness assessment, please contact the Physical Education teacher on your child's campus. He or she will be glad to share that information with you.

Physical Activity for Students in Elementary and Middle School

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

Students in middle school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters or at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

Vending Machines

The District has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the Student Nutrition Department.

District Wellness Policy

The Department of Student Support Services is responsible for oversight of the District's wellness policy and plan and for conducting School Health Advisory Council (SHAC) meetings.

GPISD's SHAC assists the District in ensuring that community values are reflected in the District's wellness plan and health education instruction. Parents/Guardians are welcome and encouraged to attend SHAC meetings to gain information about our wellness plan, health education instruction and other health topics impacting our community.

If you are interested in the development, implementation and evaluation of the wellness policy and plan, please contact the Department of Student Support Services at 832-386-1033.

School Health Advisory Council (SHAC)

The School Health Advisory Council is composed of parents, community members and district administrators. This group comes together four times a year to discuss matters related to student health, employee wellness and community awareness issues. The meeting dates are posted on the district's website.

Food Allergy Management Plan

Galena Park ISD has developed and will maintain a policy to address the needs of students with a diagnosed food allergy who are at risk for anaphylaxis.

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

The District has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the District receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. For more information please refer to FFAF (Local) Board policy.

Special Health Concerns

Parents shall report to the school nurse any medical conditions the student may have that requires monitoring during the school day. Medical action plans for students diagnosed with Asthma, Diabetes, Seizures, and Severe Food Allergy (Anaphylaxis) should be completed by the student's physician and submitted by the parent to the school nurse before or at the beginning of every school year and as changes occur.

Emergency Medical Treatment

Emergency contact information provided during online registration will be used in the event a student is injured at school or becomes acutely ill. The parental consent is located on the online registration form for school officials to request medical treatment for the student, as provided by law. Parents should update this information as often as necessary.

The financial cost of services provided by ambulance, private physician, clinic, hospital, or dentist remains the responsibility of the parent or guardian and shall not be assumed by the Galena Park Independent School District.

WHAT IS MENINGITIS?

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

WHAT ARE THE SYMPTOMS?

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

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

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

HOW SERIOUS IS BACTERIAL MENINGITIS?

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

HOW IS BACTERIAL MENINGITIS SPREAD?

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

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

HOW CAN BACTERIAL MENINGITIS BE PREVENTED?

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

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

WHAT YOU SHOULD DO IF YOU THINK YOU OR A FRIEND MIGHT HAVE BACTERIAL MENINGITIS?

You should seek prompt medical attention.

FOR MORE INFORMATION
Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health Services office to ask about meningococcal vaccine. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of Health Services: www.tdh.state.tx

Environmental Concerns

Asbestos: GPISD has facilities that contain asbestos building materials. An Asbestos Management Plan is located in the office of each facility. This plan gives detailed information concerning building asbestos according to the Asbestos Hazard Emergency Response Act (AHERA) Management Plan, and is available during normal business hours.

Pesticides: GPISD periodically applies pesticides inside buildings as part of an Integrated Pest Management (IPM) program. All persons applying pesticides are required to receive special training in pesticide application and pest control. In addition, policy requires the use of non-chemical pest control tactics whenever possible. Information regarding pesticide use, including the types and timing of treatments, is available from Randy Taylor, IPM Coordinator (832) 386-2065.

Recycling: GPISD encourages environmental awareness and recycling in its schools. Information about the recycling programs of individual campuses is available from the principal.

Ozone Watch: GPISD subscribes to the Texas Commission on Environment Quality (TCEQ) Listserv Services for ozone warnings. The purpose is to alert individuals when atmosphere conditions are expected to be favorable for producing high levels of ozone air pollution in the Houston-Galveston-Brazoria area.

1. Houston Department of Health and Human Services, Bureau of Air Quality Control (713) 640-4200
2. TCEQ-Houston Office (713) 767-3700
3. Harris County Pollution Control (713) 920-2831 or
4. Individual school nurses

Student Identification

Upon enrollment, the school will request the student's social security number for identification on all students' records. **While enrolled, high school students are required to visibly display school I.D. during school hours.** Student I.D.'s must be presented upon request of school personnel.

Student Records

A student's school records are confidential and restricted from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.
By law, both parents whether married, separated, or divorced, have access to the records of a student who is a minor. A parent whose parental rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

State law provides that parents are entitled to access all written records of the school District concerning their child, including:

1. Attendance records
2. Test scores
3. Grades
4. Disciplinary records
5. Counseling records
6. Psychological records
7. Applications for admission
8. Health and immunization information
9. Teacher & counselor evaluations
10. Reports of behavioral patterns
11. Physical Fitness Assessment
12. Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.

The principal is custodian of all records for the students currently enrolled at the assigned school. The principal is custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. The phone numbers and addresses of the principals are listed in the front of this handbook. Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate

educational interests are the only persons who have general access to a student's records. School officials include any employees, agents, or trustees of the District, cooperatives or contractual placement facilities, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Counseling disciplinary or academic actions, the student's case, or a student with disabilities Individual Educational Plan (I.E.P.);
3. Compiling statistical data; or
4. Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. The District forwards a student's record without prior consent or request to a school in which a student seeks or intends to enroll. Release of records may also be made without the consent in accordance with District Policy (FL Local). When a student reaches 18 years of age, the right to consent to release records transfers to the student. The parent's or student's right to access copies of student records does not extend to all records. Materials that are not educational records, such as teachers' personal notes on a student that are shared only with substitute teachers and records created and pertaining to a student when the student is no longer a student in GPISD, do not have to be made available to parents or students.

Amending School Records

Students over 18 and parents of a minor student may inspect the student's records and request a correction if the records are inaccurate, misleading or otherwise in violation of the student's privacy or other rights. If the District refuses the request to amend the records, the petitioner has the right to a hearing and to place in the student's record a statement commenting on the information. Although improperly recorded grades may be challenged, parents and students are not allowed to contest a student's grades in a course through this process. Parents or students have the right to file a complaint with the Superintendent or Superintendent's designee if they feel that the District is not in compliance with the law regarding student records.

Copies of Student Records

Copies of student records are available at a cost pursuant to District Policy FL(E) (Local), payable in advance. Parents may be denied copies of a student's record:

1. After the student reaches age 18 or is no longer a dependent for tax purposes,
2. When the student is attending an institution of post secondary education, or
3. If the parent fails to follow proper procedures and pay the copying charge.

If the student qualifies for free or reduced-priced lunches and the parents are unable to view the records during the regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Protection of Student Rights Under 20 U.S.C. 1232H

Parents have the right to inspect all instructional materials, including teacher's manuals, films, tapes, or other supplementary material, that will be used in connection with any survey, analysis, or evaluation as part of any funded in whole or in part by the U.S. Department of Education. Teachers in Galena Park ISD will post either an instructional plan or syllabus on their teacher webpages. These documents will be updated annually.

If your children are under the age of 18, they will not be required to participate in a survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education that reveals information concerning the following topics without your prior written consent:

1. Political affiliations.
2. Mental and physiological problems potentially embarrassing to the student or his or her family.
3. Sexual behavior and attitudes.
4. Illegal, antisocial, self-incriminating, and demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income (other than that required to determine a child's eligibility for participation in a program or for receiving financial assistance under such programs).

If your children are 18 or older, or emancipated minors, they will have the opportunity to give or withhold consent to participate in the survey, analysis, or evaluation.

Protection of Student Rights Under ESSA (Every Student Succeeds Act) - Title IX, Sec. 9532

A student who becomes a victim of a violent crime offense, while in or on the grounds of a public elementary or secondary school that the student attends is offered and allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school.

PARENT NOTIFICATION (EF LEGAL)

A District shall directly notify the parent of a student, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when activities, described below, are scheduled or expected to be scheduled. The following activities require notification under this section:

1. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information.

2. The administration of any survey containing one or more items described as PROTECTED INFORMATION below:
    - Political affiliations or beliefs of the student or the student's parents. Mental and psychological problems of the student or the student's family.
    - Sex behavior and attitudes.
    - Illegal, anti-social, self-incriminating, and demeaning behavior.
    - Critical appraisals of other individuals with whom respondents have close family relationships.
    - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
    - Religious practices, affiliations, or beliefs of the student or student's parent.
    - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or of other students.

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options
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: https://www.galenaparkisd.com/parents/parent-and-family-engagement-policy

On Campus Policy

No student will be allowed to leave the school campus during the school day. When students are delivered to the school on buses, they are to remain on the grounds for the entire day.

When students receive permission to leave the campus because of personal illness or like cause, they must report to the attendance office, where their parents will be notified and checkout.

Parent Conservator (HB 3145)

A parent conservator "always" has the right to attend school activities including lunch, performances, and field trips in which parents are invited. Unless official court documents state otherwise, both parent conservators have equal rights.

Visitors

In order to protect the security of GPISD students, staff, and the learning environment at schools, all visitors, including parents/guardians, shall conform to the following guidelines:

1. To ensure student, staff, and visitor safety, along with quick and efficient entry into GPISD campuses and facilities, a Clear Bag Regulation has been instituted for visitors. This will limit the type of bag allowed.
    a. All bags brought onto GPISD campuses or facilities by visitors are subject to visual inspection.

2. All visitors shall report to the campus administrative office and provide a government-issued form of identification that includes the person's photograph, name, and date of birth. This shall apply to parents, Board members, volunteers, social service workers, invited speakers, maintenance and repair persons not employed by the District, vendors, representatives of the news media, former students, and any other visitors.
3. Visitors shall wear in a prominent place the visitor badge provided by the office.
4. Visits to individual classrooms during instructional time shall be permitted only with the principal's and teacher's prior approval. A parent can suggest a date and time for a visit, but a teacher shall have the prerogative to request another date because of possible interference with classroom activities. Such visits shall be permitted if:
    a. Their duration or frequency does not interfere with the delivery of instruction or disrupts the normal school environment;
    b. The visitor must abide by the same classroom rules as the students in the classroom;
    c. Phones, cameras, recorders are turned off and out of sight; and
    d. The requested visit cannot involve third parties (other than school officials, parents, or guardians) observing a classroom while occupied with students.
5. No visitor shall disseminate information to students and staff without prior approval from the Superintendent or designee as provided in GKDA (Local).
6. No visitor may solicit, proselytize or recruit for fundraising activities, religious groups, youth groups, or political causes.
7. Media representatives shall arrange visits to school campuses with the Executive Director for School and Community Relations.
8. Visitors are expected to wear appropriate attire while visiting GPISD schools. Such attire should generally

conform to the dress code outlined in the Student Handbook.

9. Any visitor who wishes to establish a regular presence in GPISD schools and/or interact directly with students shall consent to a criminal background check.

Outside Food

Food brought to the school for a student's lunch, school designated function, or a student's birthday must meet the following campus guidelines*:

- Students are allowed to bring their own lunch from home.
- Food drop off (including, but not limited to, fast food, takeout, or items brought through delivery apps such as Door Dash, Uber Eats, etc.) is not permitted at any campus. If an extenuating and infrequent circumstance arises, such as forgetting a lunchbox, campus staff will work with parents/guardians/emergency contacts to address the situation appropriately. A designated meal will also be available from the cafeteria.
- As children in the school may have severe allergies to certain food products, it is imperative to discuss any plans with the child's teacher prior to bringing any food to the school.
- At times, a school may solicit volunteers to provide food items for designated celebrations. In these cases, all food items brought must be pre-packaged and sealed from a store, bakery, or licensed provider. Homemade food will not be permitted. Loose candy or items that have wrappers that can be removed and put back on will not be allowed.
- Prior approval is necessary before bringing birthday snacks to the school. Allowable birthday snack food items are restricted to pre-packaged store-bought cupcakes, or pre-packaged snacks, and/or water or juices. Birthday snacks will be distributed during the last fifteen minutes of the school day (This is only allowed at the Elementary level). Check with your campus regarding drop off times.

*Campus principals have the discretion to allow/disallow outside food based on individual campus circumstances.

Parking Stickers

High school students desiring to operate vehicles on campus must produce verification of a current Texas Driver's License, and liability insurance before they are issued a parking permit and allowed to operate a vehicle on campus or any district facility.

Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the school. **The school reserves the right to search any vehicle if reasonable suspicion exists to do so.** Students have full responsibility for the security of their vehicles and will make certain they are locked and that keys are not given to others. **Students will be held responsible for any prohibited objects or substances, such as alcohol, drugs, and weapons, that are found in their cars and will be subject to disciplinary action.** Searches of vehicles, as well as general searches of school property, may be conducted at any time if there is reasonable suspicion to do so, with or without the presence of the student. If the vehicle subject to search is locked, the student shall be asked to unlock the vehicle. If the student refuses, the District shall contact the student's parent(s). If parent(s) also refuse to permit the vehicle to be searched, the District may contact local law enforcement officials and turn the matter over to them.

Students are also responsible for parking vehicles legally. If parked illegally, the vehicle is subject to being towed at the expense of the owner. The principal shall have the discretion to set eligibility for parking on campus.

Credit by Examination

Assessment for Acceleration/No Prior Instruction
Credit by examination provides for grade level acceleration in grades K - 8 and course credit in grade level nine or above for a student with no prior formal instruction in the grade level or course.

Credit by examination opportunities only apply to courses which are offered by Galena Park ISD.

Assessment for Acceleration

Kindergarten
Kindergarten students must meet the age requirement by being five (5) on or before September 1st. Kindergarten credit by examination applicants will be tested within the first 30 days of school to determine placement.

These students must meet requirements as mandated by the campus committee for placement. Criteria for acceleration may include:

- Scores on readiness and/or achievement tests
- Kindergarten or preschool recommendation
- Chronological age and observable social and emotional development of the child

Grades 1 - 8
A student may be advanced one grade level if:

1. The student scores a minimum of 80% on a criterion referenced test for the grade level he or she wants to skip in each of the following areas; language arts, mathematics, science, and social studies.
2. A school district representative recommends that the student be accelerated; and
3. The student's parent or guardian gives written approval for the acceleration.

Grades 9 - 12
A student in grades 9 - 12 may receive credit for an academic subject in which he or she has no prior instruction if the student scores a minimum of 80% on a criterion referenced test for the applicable course. Credit for some secondary courses may be dependent on evidence of subject mastery in the form of: portfolio, student product, oral presentation, research paper, etc.

If such credit is given, the District shall enter the examination score on the student's transcript. This score, however, shall not be used to calculate class rank.

Retesting
Applicants shall be allowed only one retest opportunity over a particular grade or course.

Transportation
The District shall not provide transportation to test sites. The District shall not be responsible for transporting students who qualify for courses offered on different campuses.

Eligibility
A student must complete a credit by examination registration form indicating the grade level/subject area for testing. All forms must be signed by the student's parent or guardian.

Registration Deadlines & Testing Dates
Applications are available on all campuses.

All forms must be received in the student's campus office by:

- September 25th for November 3rd testing
- December 11th for February 12th testing
- April 23rd for June testing
- May 21st for July testing

No makeup exams will be scheduled. Students or parents who have questions about these examinations should contact the principal or counselor.

Credit Validation (With Prior Instruction)

Students may use credit validation to demonstrate mastery in any subject in elementary grades or to earn credit in any academic course at the secondary level, with prior approval of the appropriate administrator. Examinations used to earn credit under this policy assess the student's mastery of the essential knowledge and skills.

Eligibility

The student has had prior instruction in the subject or course, as determined by the GPISD on the basis of review of the student's educational record.

- Additionally, a student must have received a course grade of at least a 50 in order to use examination for credit validation to make up a failing grade.
- Students are not eligible for credit validation of subjects or courses they are currently taking.

Passing Score

To receive credit, students shall receive a 70 or above on the examination.

- If such credit is given, the score shall be entered on the student's transcript. This score, however, shall not be used to calculate class rank.
- Some courses may require further evidence of subject mastery in the form of: portfolio, student product, research paper, etc.

Procedures

- Students shall schedule for credit validation with their individual counselor.
- The middle school credit validation registration period is scheduled from April through June. The middle school credit validation exams must be administered prior to September 1st.
- The high school credit validation registration and testing period are throughout the academic year.
- Credit validation opportunities will not be offered for courses which are not offered by GPISD.
- Students are required to pay $40 (cash or money order) for each exam requested.

Retesting

- A student shall be offered only one additional opportunity to take an examination for credit validation over a particular subject or course if a score of at least a 70% is not reached.

Promotion Standards

PK - 5th grade

Students may be promoted **ONLY** on the basis of academic achievement.

Galena Park ISD Policy EIE (Local) states:

In kindergarten, students must meet/exceed standards 16 out of 22 in English Language Arts/Reading and Math by the end of the fourth nine week period. ("Promoted", "Placed", or "Retained" shall be indicated on a student's cumulative folder.)

In grade 1, promotion to the next grade level shall be based on an overall average of 70, in each subject, on a scale of 100 based upon course-level and grade-level standards (essential knowledge and skills) in reading and math. **Students who are not working on grade level do not meet promotion requirements.**

In grades 2 - 5, promotion to the next grade shall be based on an overall average of 70, in each subject, on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) in reading and math plus a passing average or above in two out of the three following subjects: language arts, science, and/or social studies. **Students who are not working on grade level do not meet promotion requirements.**

Retention

No student shall be retained more than one time in grades PK - 5 and more than one time in grades 6 - 8. In exceptional cases, with approval of a committee consisting of at least the student's teacher(s) and two administrators (one of whom shall be assigned above the campus level), and the permission of the parent, a second retention within either grades 1 - 5 or grades 6 - 8 may be allowed.

Promotion Standards, Academic High School Credit for Middle School Course Work Emergent Bilinguals (EB)

Promotion Standards (EIE Local)

Grades 6 - 8

In grades 6 - 8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in English, reading, mathematics, science, and social studies.

Students in grades 6, 7 and 8 who fail to meet the above requirements shall attend summer school and successfully master the requirements prior to being promoted.

Advanced 6th Grade Math Enrollment

SB 2124 requires districts to enroll 6th grade students scoring in the top 40% of their class on the 5th grade math STAAR into an advanced 6th grade math class as well as prepare them to take algebra I in 8th grade. Students meeting this criterion will be automatically enrolled in an advanced class, however, parents may request that their child be removed from the course by completing an opt-out form located in the counselors' office.

Academic High School Credit for Middle School Course Work

Middle school students have the opportunity to take and earn credit for high school courses. This opportunity requires alignment to all high school course expectations including content, state end-of-course exams, semester exams, attendance requirements and grading guidelines. When contemplating taking a high school credit course in middle school, consideration should be made regarding course rigor and student commitment. Students who successfully complete high school course work in middle school with a grade of "70" or better will receive credit toward high school graduation. High school credits earned in middle school are transcripted when students promote to ninth grade. These courses will count for credit toward graduation but will not count in determining class rank. These high school courses require extensive study and are academically demanding. Because of the rigorous nature of these courses, it is imperative that students meet the entry criteria for advanced standing courses and maintain eligibility to remain in the course for the duration of the school year. Successful completion of high school courses will be recorded on a student's academic achievement record, including semester grade averages and credits awarded. Middle school students must adhere to the high school passing standards for courses taken for high school credit. A student must pass the second semester and have a passing yearly average to earn full credit for the course. For a middle school student to receive high school credit for Algebra I, he or she must meet the following criteria: 70 or higher final average in Algebra I and pass the Algebra I End of Course examination. Otherwise, the student shall be required to retake Algebra I in grade 9 in order to receive credit. If the middle school student fails the first semester of Algebra I, the student will be placed in 8th grade math for the second semester and will retake Algebra I in the 9th grade. **Students who do not meet the passing standard are expected to repeat the entire course**. NOTE: New students to GPISD will be awarded credit for all transcripted high school courses. However, these courses will be included/ excluded from GPA and class rank calculations in alignment with GPISD's GPA and class rank structures.

Grades 9 - 12

For course credit towards graduation, mastery of at least 70 percent of the objectives on curriculum course work shall be required. Students will be classified by the following:

9th grade	1st year in high school
10th grade	2nd year in high school
11th grade	3rd year in high school
12th grade	4th or more years in high school

A student in 10th grade with less than six credits or who failed two or more core credits in any combination will be placed at the Zotz Education Center for a minimum of one semester. A student in 10th grade that earned less than six credits and who scored >70% on a spring course but lost credit due to attendance will remain on their home campus and receive an attendance contract to regain credit.

Emergent Bilinguals (EBs)

The goal of bilingual education and ESL programs shall be to enable Emergent bilinguals (EBs) to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable EBs to participate equitably in school. Such programs shall use instructional approaches designed to meet the specific language needs of EBs. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills and the English Language Proficiency Standards required by the state.

TAC 89.1210

a. The District shall accommodate the instruction, pacing, and materials to ensure that Emergent bilinguals have a full opportunity to master the essential knowledge and skills of the required curriculum, which includes the Texas Essential Knowledge and Skills and English Language Proficiency Standards (ELPS). Students participating in the bilingual education program may demonstrate their mastery of the essential knowledge and skills in either their primary language or in English for each content area.
e. Second language acquisition methods, which may involve the use of the student's primary language, may be provided in any of the courses or electives required for promotion or graduation to assist the Emergent bilinguals to master the essential knowledge and skills for the required subject(s). The use of second language acquisition methods shall not impede the awarding of credit toward meeting promotion or graduation requirements.

After being given appropriate linguistic accommodations (e.g. bilingual dictionary, English dictionary, reading aloud, oral translation, clarification), accessible reading materials

and using appropriate second language methods, if an EB refuses to make **reasonable effort**, the student may receive a failing grade.

Progress Reports - Grades 1 - 12

Progress reports will be issued to students in grades 1 - 12 at the first three/four weeks of a grading period to the parents of a student whose grade average in any class is lower than a 70 or whose grade average is deemed borderline. If a student receives a six/nine weeks grade average of less than a 70 in any class or subject, the parent will be requested to schedule a conference with the teacher of that class or subject.

Report Cards Grades 1 - 12

Report cards will be available for parents at Skyward Family Access at the close of each grading period. Report cards will indicate whether tutorials are recommended for students (in grades 1 - 12) who receive a grade below 70 in a class or subject. Conferences may be scheduled with teachers by calling the school office. A parent can request a copy of the report card at the campus.

Elementary campuses may require parents to attend a parent/teacher conference at least once a year to discuss their child's progress and pick up their child's report card.

Skyward Family Access

Galena Park ISD grants access for parents to be able to check grades, attendance, and discipline records through our Skyward Family Access.

Parents will receive a login and password that will allow them to view their child's current grades electronically through Skyward Family Access.

Tutorials

Each school will provide tutorial services. Students who are assigned tutorials by the campus will be required to attend. For schedule information, please contact the principal's office.

Any parent or student may request tutorials from the teacher.

Grading System - Elementary Schools

Pre-kindergarten
Grades of 2 or 1 will be recorded on Pre-Kindergarten report cards.

2 = **Developed** - Student is able to apply the knowledge learned, bring their own personal meaning and make purposeful connections.
1 = **Emerging** - Student is exploring concepts and developing an awareness; exhibits a need for more instruction and interaction with concepts.

Kindergarten
Grades of 4, 3, 2, or 1 will be recorded on Kindergarten report cards.

4 = **Exceeds** - Consistently meets and often exceeds grade level expectations; performance demonstrates mastery of concepts and skills.
3 = **Meets** - Meets grade level expectations; performance demonstrates an understanding of concepts and skills.
2 = **Approaching** - Progressing toward grade level expectations; performance varies regarding accuracy, quality, and level of support needed.
1 = **Emerging** - Not meeting grade level expectations; performance is inconsistent even with guidance and support.

Grades 1 - 5
For grade 1-5, numerical grades shall be established for the subjects of language arts, reading, math, science and social studies. **There will be no Language Arts Composite.**

A = 90 - 100 C = 70 - 79
B = 80 - 89 F = 69 - Below

Grades for health, art, music, computer lab, and physical education may use designations of "E, S, N, U".

E = Excellent
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Grading System - Middle & High School

The following numerical values are assigned to each respectively:

A = 90 - 100 C = 70 - 79
B = 80 - 89 F = 69 - Below

Grades which are temporarily incomplete due to a lack of opportunity by a student will be indicated by the mark "I". —see campus administrator.

Students enrolled in a course for dual high school and college credit or otherwise associated with a college will be subject to the grading system used by the college system offering/recognizing the course.

Seniors only - Dual credit courses for Spring semester will not be calculated in class rank.

Behavior Designations

E (Excellent) - The student has an exemplary attitude, is always cooperative, and always observes school rules and regulations.
S (Satisfactory) - The student has a good attitude, is cooperative, and generally observes school rules and regulations.
N (Needs Improvement) - The student's attitude needs to improve. Infractions of school and classroom rules exist.
U (Unsatisfactory) - The student's attitude is poor and uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations.

Grading Formula- Elementary, Middle and High Schools, Failure Criteria, Homework Guidelines

The weighing of the components that are combined to calculate the total grade for any grading cycle can have a variety of conditions.

Grading Formula - Elementary, Middle and High Schools

Elementary School Level

Two grades per subject per week
Daily – 60%
Major –40%

- 3 major grades that may include, but not limited to, tests, benchmarks, projects, performances/demonstrations, reports or portfolios, CBAs, checkpoints, and teacher assessments.
- Daily grades that may include, but not limited to, class work, class participation, teacher observation, quizzes, teacher checklists, reports, projects, journal writing, vocabulary tests, book reports, etc.

Middle School Level

Nine weeks = 4 major grades and 10 daily grades
The semester grade will be determined in the following way: 1st 9 weeks = 42%, 2nd 9 weeks = 43% and semester exam = 15%.

Grades will be placed in the following categories:

Regular Classes	**Advanced**
Daily – 60%	Daily – 50%
Major – 40%	Major – 50%

- 4 major grades that may include, but not limited to, tests, benchmarks, projects, performances/demonstrations, presentations, reports or portfolios.
- 10 daily grades that may include, but not limited to, class work, class participation, teacher observation, quizzes, teacher checklist.

High School Level

Six weeks= 3 major grades and 8 daily grades
Grades will be placed in the following categories:

Regular Classes	**Advanced**	**AP**
Daily – 50%	Daily – 40%	Daily – 30%
Major – 50%	Major – 60%	Major – 70%

The half course grade will be determined in the following way: 1st six weeks = 28%, 2nd six weeks = 28%, 3rd six weeks = 29%, and half course exam = 15%. If a student passes two half courses of a year long course, the student receives one credit. If a student passes the fall half course of a year long course, the student receives 1/2 credit regardless of the spring half course grade. If a student fails the fall half course of a year long course but passes the spring half course, then the two courses will be averaged together for a yearly average. If the average is passing, the student receives one full credit. Half course only classes will receive 1/2 credit if passed.

Failure Criteria

1. Parent/guardian must receive contact if students are receiving a failing grade on the progress report or report card or the grade drops from passing to failing.
2. Teachers are required to use School Status to document parent contact or a face to face conference. (A note shall be added in School Status).
3. A conference shall be scheduled with a parent/ guardian of a student who fails during the grading period or a significant average drop. Elementary parents will be contacted when there is a drop in a letter grade.
4. Every student shall have the opportunity to retest major grades regardless of their score. The two test grades shall be averaged together for the final test grade. Semester exams and District Assessments shall not be eligible for retesting. Best practice is to bring the student in for a review prior to the retesting. Education Code 28.0216.
5. A student may turn in work to **eliminate zeros** during the grading period. The deadline for submitting the makeup work shall be one week before the end of the grading period. In grades 6-12, within a grading period, the District's penalty for late work in regular classes, if the teacher chooses, is a maximum of minus ten points for one week late, minus 20 points for two weeks late, and minus 30 points for three or more weeks late. The District's penalty for late work in Advanced Placement (AP) classes and Advanced classes shall be minus ten points for each day the class meets..

GPISD believes that a success rate of 90% is acceptable. Every avenue must be investigated to help students become successful.

Homework Guidelines

The following guidelines are suggestions to provide consistency and balance with homework. **Homework is a vital part of the learning process and the parent-child-school partnership.**

1. The purpose of homework should be:
   A) to practice and reinforce learned skills;
   B) to help students improve achievement;
   C) to nurture the development of good study habits;
   D) to familiarize parents with their student's work and give them a chance for involvement
2. Guidelines for assigning homework:
   A) students should have prior instruction;
   B) homework should be promptly evaluated with feedback for students' needs;
   C) student homework should be directly related to teacher instruction;
   D) teachers should consider the availability of resources before assigning homework.
3. Class work is generally work that is started and finished with the teacher. Homework may be started with the teacher and completed without the teacher.
4. Teachers should strive to ensure that individual students understand the work before homework is assigned. Students have the responsibility of ensuring they have an appropriate understanding of the

homework assignment.
5. Homework may count up to 10% of the grading period.
6. Homework time limits for elementary students shall be limited to 15 to 20 minutes in grades Pre-K - 1st and 40 minutes in 2nd - 5th. This does not include independent reading, which is a minimum of 20 minutes (average time per student).

Exemption Policy/High School Only

The exemption policy is the discretion of the principal. See EIAA (Local Policy).

Award Ceremonies for Elementary/Middle Schools

Award ceremonies are an individual decision approved by the Principal and the Site-Based Committee on each campus. Please contact your child's school regarding the award ceremonies for its campus.

Grading System - Special Education

The grading of special education students assigned to grades K-12 shall be consistent with local board regulations and procedures regarding the grading of regular students except when the Admission, Review, and Dismissal (ARD) Committee recommends a modification in grading. When this occurs, the Committee shall justify the need and define the specific modification to be made. Accommodations designated for state and local assessments shall be in accordance with student's Individualized Education Plan (IEP).

Homebound/Community Class for Students Advanced/AP

Advanced/AP students who are placed on (1) homebound by a physician for health reasons for four or more consecutive weeks or (2) are enrolled in the district's community class services following a pregnancy for up to six weeks will be allowed to maintain their educational status and receive Advanced/AP credit as long as they are able to complete the required coursework.

Special Programs

Galena Park ISD provides a well-balanced curriculum in accordance with state law, state board rules, and local school District policies. Effective instruction is delivered by highly qualified teachers to all students. Instruction is provided in the essential elements of each subject in appropriate grade levels. Programs for special populations are an integral part of the total instructional program. In order to provide effective instruction, District special programs include:

1. Bilingual education and other special language programs
2. Gifted and Talented:
   A) Advanced (6th - 10th Grade)
   B) Advanced Placement (9th - 12th Grade)
   C) Dual Credit Courses (High School)
   D) Encounters (4th - 9th Grade)
   E) Journeys (K - 5th Grade)
3. Special Education
   A) Counseling
   B) Dyslexia
   C) Early Childhood Special Education for students ages 3 - 5
   D) Homebound
   E) Life Skills
   F) Occupational/physical therapy
   G) Programs for students with autism
   H) Resource and Co-Teach
   I) Speech
4. Programs for at risk
   A) Credit recovery
   B) Drop out prevention
   C) New Arrival Centers
   D) Pregnancy, Education and Parenting Program (PEP)
   E) Tutorials

Other programs designed to meet the needs of all students include:

1. Advanced/AP classes at the high school level
2. Career and Technical Education
3. Advanced at the middle school level
4. Pre-kindergarten and kindergarten programs
5. Accelerated Learning classes
6. Two-Way Immersion Program (TWI)

Students and parents with questions about these programs should contact the principal or the counselor. The coordinator of each program can answer questions about eligibility requirements and programs and services offered in the District or by other organizations.

Career and Technical Education (CTE) Programs

The Galena Park Independent School District offers Career and Technical Education Programs in Agriculture, Food & Natural Resources; Architecture & Construction; Arts, Audio Visual Technology and Communications; Business, Marketing, and Finance; Education & Training; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law and Public Service; Manufacturing; Engineering; and Transportation, Distribution & Logistics. Admission to these programs is based on the student's interest, the student meeting the required course prerequisites, class space availability, age appropriateness, and student attendance and aptitude for limited seating courses.

Dual Credit Program

The GPISD Dual Credit Program offers students a unique opportunity to earn college credits while still in high school through partnerships with San Jacinto College North Campus, Houston Community College, and McMurry University. Students who demonstrate readiness for college, as indicated by scoring 4000 or higher on the English II End-of-Course (EOC) exam or passing the Texas Success Initiative Assessment (TSIA), can enroll in college-level courses with campus

approval. Participants have the chance to earn a minimum of 24 credit hours, equivalent to eight college classes, which are transferable to many universities. The program requires eligible students to pay a nominal tuition fee to participate in the dual credit scholarship program, while textbooks and transportation are provided at no additional cost. Furthermore, students who wish to take more courses can do so at their own expense, making this program an excellent way to get a head start on their college education.

Gifted and Talented

Definition
The District's program for gifted and talented students is provided for those who perform or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment, and who excel in the areas of general intellectual ability and creative and productive thinking.

Description
At the elementary level, students at each grade, on each campus may participate in the District's Journeys program, which provides an enrichment curriculum. Beginning in the fourth grade, students are further assessed for eligibility to participate in the District's Encounters pullout program, which is maintained through grade 9. Students enrolled in fourth and fifth grade Encounters program participate in an enrichment program one day a week on an assigned campus. Students in grades 6 through 9 who are enrolled in the Encounters program participate in a specially designed program for at least one class period on their home campus. Students in grades 6 through 12 participate in the gifted and talented Advanced Courses and Advanced Placement Program through classes offered in specific academic areas. Students also participate in other options at the high school level appropriate to their educational endeavors (dual credit).
Identification
Data collected in the form of the objective and subjective criteria is utilized to determine student eligibility.
Identification criteria may include, but is not limited to, the following:

1. Achievement test scores (State test scores used are from previous year)
2. Ability test scores
3. Creativity test scores
4. Teacher nomination scores
5. Past records
6. Student work products, if available; and
7. Outstanding accomplishments in school, the community, or the like

Placement
The District placement committee may include a parent, a counselor, the Program Director for Advanced Academics, and District gifted and talented teachers. All principals serve as ad hoc committee members. Students who are being considered for the program are assigned a number for placement purposes in order to maintain anonymity. Parents or students may appeal any final decision of the placement or assessment committee regarding placement or removal from the gifted program. Appeals shall be made to the Program Director for Advanced Academics.

Participation
Student participation in the program is ongoing, and a yearly evaluation is not required; however, third grade students are further assessed for participation in the Encounters program.

Transfers
Students who transfer into the District and who were enrolled in gifted and talented programs at their former schools are reassessed based on District standards. Participation in programs outside the District shall be given consideration during the placement process.

Honor Roll Criteria

All GPISD elementary schools will use the following criteria to determine eligibility for A Honor Roll and A & B Honor Roll.

A Honor Roll
All A's (no B's) in all graded subjects
E or S in Health, Art, P.E., and Music

A & B Honor Roll
Only A's or B's in all graded subjects
E or S in Health, Art, P.E., and Music

All GPISD middle schools will use the following criteria to determine eligibility for A Honor Roll and A & B Honor Roll.

A Honor Roll
All A's in all graded subjects (90+)

A & B Honor Roll
All A's or B's in all graded subjects (80+)

Perfect Attendance Awards

All GPISD elementary schools will use the same criteria to determine student eligibility for perfect attendance awards. In order for a student to receive a Perfect Attendance Award, the student must have **no absences or tardies** for the entire school year.

Honor Society

Middle School Selection and Dismissal of Members

- To be eligible for membership, the candidate must be in middle school. Candidates must have been in attendance at his/her campus the equivalent of one semester. Some candidates may be ineligible for induction because of the semester ruling. Many students, including students of military parents, are required to move with parents or guardians who have transferred in their work. The present school principal should seek a recommendation from the previous school principal pursuant to the candidate's selection. Based on the recommendation of the previous principal, the Faculty Council may waive the semester regulation.
- Candidates must have a cumulative scholastic average of at least 91 percent or 3.6 (on a 4.0 scale.) in all core classes. Five points will be added to the final

grade received in each of the Advanced classes (including Algebra). Candidates shall then be evaluated on the basis of service, leadership, citizenship, and character (an additional consideration for membership may require the completion of a Student Activity Information Form).

- To be considered for membership, the candidate must not have been assigned to In School Suspension, Suspension, and/or Alternative Educational Placement in their previous year.
- The selection of each member to the chapter shall be by a majority vote of the Faculty Council.
- Members who fall below the standards which were the basis for their selection shall be promptly warned in writing by the chapter adviser and given a reasonable amount of time to correct the deficiency, except that in the case of a flagrant violation of school rules or civil laws leading to in-school suspension, suspension, or alternative education placement, a member does not necessarily have to be warned before being dismissed. The Faculty Council shall determine when an individual has exceeded a reasonable number of warnings.
- In all cases of impending dismissal, a member shall have the right to a hearing before the Faculty Council. For purposes of dismissal, a majority vote of the Faculty Council is required. A member who has been dismissed may appeal the decision of the Faculty Council under the same rules for disciplinary appeals in the school district.

High School Selection and Dismissal of Members

- Candidates shall have spent at least one semester in Galena Park Independent School District and shall be a member of the Sophomore, Junior, or Senior class. Candidates eligible for election to the chapter shall have a grade point average of not less than 3.35 on a weighted 4.0 scale. This scholarship level shall be this chapter's required scholastic achievement for admission to candidacy for membership in this chapter. All pupils who can rise in scholarship to or above such standard level shall be admitted to candidacy for election to membership.
- Candidates' eligibility shall then be considered on their service, leadership, and character. To evaluate these qualities, the candidates must complete the recommended application for membership found in the National Honor Society Handbook, Appendix 4. To obtain membership, candidates must accumulate on their application a total of seven (7) service points in the categories of service, leadership, and character.
- To be considered for membership, the candidate must not have been assigned to in-school suspension, suspension, and/or Alternative Educational Placement in their previous year.
- The election of members to this chapter of the National Honor Society shall be by a chapter faculty council.
- Members who fall below the standards which were the basis for their selection shall be promptly warned in writing by the chapter adviser and given a reasonable amount of time to correct the deficiency, except that in the case of a flagrant violation of school rules or civil laws leading to in-school suspension, suspension, or alternative education placement, a member does not necessarily have to be warned before being dismissed. The Faculty Council shall determine when an individual has exceeded a reasonable number of warnings.
- In all cases of impending dismissal, a member shall have the right to a hearing before the Faculty Council. For purposes of dismissal, a majority vote of the Faculty Council is required. A member who has been dismissed may appeal the decision of the Faculty Council under the same rules for disciplinary appeals in the school district.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

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

If a student is experiencing learning difficulties, his or her parent may contact the campus administrators 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 if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an 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 a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the District 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 to evaluate the student. 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 a district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

Additional information regarding special education is available from the 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:

Contact Person: Andrea Sellers
Director for Special Education Assessment and Compliance
Phone Number: (832) 386-1000

Section 504

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

Section 504 Referrals:

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

Contact Person for Section 504 Referrals:

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

Contact Person: Andrea Sellers
Director for Special Education Assessment and Compliance
Phone Number: (832) 386-1000

Non Discrimination

In its efforts to promote nondiscrimination and as required by law, Galena Park ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements.

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or sex-based harassment: Jerid Link, Assistant Superintendent for Human Resource Services,

14705 Woodforest Blvd. Houston, TX 77015, 832-386-1000

- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Andrea Sellers, Director for Special Education Assessment and Compliance,

14705 Woodforest Blvd. Houston, TX 77015, 832-386-1000

STAAR 3-8, STAAR EOC, and TELPAS 2026 - 2027

The State of Texas Assessments of Academic Readiness (STAAR) program, which was implemented in spring 2012, includes annual assessments for:

- reading and mathematics, grades 3–8
- science at grades 5 and 8
- social studies at grade 8
- end-of-course (EOC) assessments for English I, English II, Algebra I, Biology and U.S History.

TELPAS assesses the English language proficiency of K–12 Emergent Bilinguals (EBs) in four language domains—listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress that EBs make in becoming proficient in the use of academic English. The assessment components for grades K–1 and 2–12 differ in the following ways:
Grades K–1: TELPAS includes holistically rated listening, speaking, reading, and writing assessment based on ongoing classroom observations and student interactions.
Grades 2–12: TELPAS includes two online assessments: reading/writing and listening/speaking.

ongoing classroom observations and student interactions. Grades 2–12: TELPAS includes two online assessments: reading/writing and listening/speaking.

TESTING CALENDAR

Online Administration Test Date(s)	STAAR TEST
Nov. 30 - Dec. 11	STAAR EOC English I
Nov. 30 - Dec. 11	STAAR EOC Algebra I STAAR EOC Biology STAAR EOC US History
Nov. 30 - Dec. 11	STAAR EOC English II
February 15 - March 26	TELPAS
March 15 - April 16	STAAR Alternate 2
April 5 - April 16	STAAR EOC English I
April 5 - April 16	STAAR EOC English II
April 19 - April 30	STAAR EOC Algebra I
April 12 - April 23	STAAR EOC Biology STAAR EOC US History
April 12 - April 23	STAAR Science Grade 8
April 12 - April 23	STAAR Social Studies Grade 8
April 19 - April 30	STAAR Math Grades 3-8
April 19 - April 30	7th Advanced taking 8th Math
April 5 - April 16	STAAR Reading Grades 3-8
April 12 - April 23	STAAR Science Grade 5

Subject to change if required by Texas Education Agency (TEA).

Reporting categories tested at each level and each subject are available upon request from the principal. Students who fail to master any section of STAAR shall receive 15 hours to 60 hours of high impact tutoring in that subject area, as required by HB4545/HB1416.

Required Notification Regarding Algebra II as a High School Graduation Requirement

A student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation. However, there are potential consequences to a student who does not successfully complete an Algebra II course.

A student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the **top 10 percent** of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to The University of Texas at Austin*, and the applicant—

- successfully completed the requirements for the distinguished level of achievement under the foundation high school program at a public high school; or
- satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

A student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university as an undergraduate student if the student does not successfully complete high school Algebra II.

There are several state financial aid programs available for certain Texas public high school students. Certain state financial aid programs include curriculum requirements that should be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. Please note that this is not a complete list of requirements and additional eligibility requirements apply. A full list of requirements is available through the Texas Higher Education Coordinating Board's (THECB) financial aid webpage at
http://www.collegeforalltexans.com/apps/financialaid/tofa.cfm?Kind=GS

For initial eligibility for a TEXAS grant, a student enrolling in an eligible institution must be a graduate of a public or accredited private high school in this state who completed the Foundation High School Program or its equivalent and have accomplished any **two or more** of the following:

- Successful completion of the course requirements of the International Baccalaureate diploma program or earning of the equivalent of at least 12 semester credit hours of college credit in high school through courses described in Texas Education Code (TEC), Sections 28.009(a)(1), (2), and (3)
- Satisfaction of the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the THECB under TEC, Section 51.334 on any assessment instrument designated by the THECB or qualification for an exemption as described by TEC, Section 51.338(b), (c), or (d)
- Graduation in the top one-third of the person's high school graduating class or graduation from high school with a grade point average of at least 3.0 on a four-point scale or the equivalent
- Completion for high school credit of at least one advanced mathematics course following the successful completion of an **Algebra II** course or at least one advanced career and technical or technology applications course

Graduation Requirements

Students who enter the ninth grade in the fall of 2014 and thereafter must enroll in courses necessary to complete the Foundation High School Program with an endorsement. Students may also earn Distinguished Level of Achievement by including and successfully completing Algebra II in their selected coursework. Students should study the table below which outlines requirements for 22 credits for the Foundation High School Program plus the 4 additional credits required for an endorsement. Counselors at each high school will furnish details associated with endorsements and other information necessary for student to complete registration.

	Foundation Plan with 1 or more Endorsements
	Credit
English	4.0
Math	4.0
Science	4.0
Social Studies	3.0
P.E.*	1.0
Other Language	2.0
Fine Arts	1.0
Electives	7.0
Total	**26.0**

Financial Aid Application for High School Graduation: Beginning the 2023-2024 school year, completing a free application for federal student aid (FAFSA) is a graduation requirement. FAFSA and/or TASFA (Texas Application for State Financial Aid) must be completed before a student can receive a high school diploma. A parent or legal guardian may provide written notice to opt out their child. Students who are at least 18 years old may opt themselves out of the requirement.

* One half credit of physical education may be earned each year for drill team, cheerleading, and marching band during the fall semester. Credit may be earned for athletics, dance I - IV, and ROTC.

Students with Disabilities

1. A student with disabilities may graduate after satisfactorily completing the minimum academic credit requirements for graduation applicable to non-disabled students, including satisfactory performance on the STAAR EOC.
2. A student with disabilities may graduate upon the determination by the ARD committee that the student has completed one of the following:
   A) Full time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self help skills to enable the student to maintain the employment without direct and ongoing educational support of the District; or
   B) Demonstrates mastery of specific employability skills and self help skills which do not require direct ongoing educational support of the local school District; or
   C) Access to services which are not within legal responsibility of public education, or employment or educational options for which the student has been prepared by his/her academic program.
   D) 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.
3. A student may graduate upon the determination by the ARD committee that the student no longer meets the age requirements and completion of requirements specified in the IEP.
4. 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.

Dead Week Policy

The week of final examinations and state testing for secondary schools shall be designated DEAD WEEK. There will not be **ANY** night activities scheduled by school organizations during this week. The regular scheduled UIL activities for this week will be followed. The nights will be free for students to use for exam preparation.

Grade/Course Transfers

When a student transfers from another District, grade points will only be given for those classes in which the student received credit. Any letter grade(s) will be equated to the middle of the grade point scale for that class. If a student has taken honors level courses other than those offered by the Galena Park ISD, these courses will be treated as regular grade level courses in determining class rank.

The following procedures will be followed for students that transfer from other districts:

Any student who transfers into our District from the **fifth to tenth** week of classes will have three choices concerning the credit request(s).

1. Have the second six weeks grade averaged **twice** plus the third six weeks grade and final exam to equal the semester average
2. Pass the credit validation from University of Texas/ Texas Tech (approximately $40) at the end of the

semester to receive credit.

3. Students who enter after the 10th week of a course will not earn credit for the course.

Exceptions to the No-Pass, No Play Rule

Students who fail a course for a six/nine weeks marking period are ineligible to participate in extracurricular school activities with one exception. If a student fails a class or classes that are listed on the schedule as Dual Credit, Advanced or AP, the school principal has the discretion of providing a one-time waiver for eligibility purposes. The waiver applies to each Dual Credit, Advanced or AP class taken in a school year and may apply to each class only once during a school year.

Ranking for Graduation

Seniors shall be ranked for graduation at the end of the fifth six weeks of the senior year according to Grade Point Average (GPA). An estimated class rank will be given to seniors at the end of the first semester. Weighted factors will be designated for each semester grade earned with the exception of the following: summer school, evening/night school, high school courses taken prior to grade 9, correspondence courses, credit by examination, A.C.E., (alternative high school program), office aides/laboratory managers, accelerated courses, including dual credit mini-sessions, home school, credit from foreign countries, and courses with pass/fail status. For more information see EIC Local.

Virtual Course Exception: Dual Credit and Advanced Placement virtual courses will be awarded weighted factors with the following conditions:

- course is not offered on campus or course is offered during a period not available to a student
- course is listed on student's schedule
- student **must** report to library and work on course
- **Seniors must complete all virtual course work by April 16th to be awarded weighted GPA to be used in calculating final rank**

Class Rank

All courses that count in a student's GPA must be on the student's schedule. A student is limited to eight classes per semester that will earn GPA points. Actual numerical rank will be available only to the top 50% ranked students. Bottom 50% will only be given their standing by quartile. Valedictorian and Salutatorian will be named at a designated school function. In the case of a tie for Valedictorian, there will be a Co-Valedictorian and no Salutatorian. Academic foundation scores (English, Math, Social Studies, and Science) will determine the highest ranking student for scholarship purposes only. The top 5% will be designated "Magna Cum Laude" and the second 5% will graduate "Cum Laude". These students will be seated alphabetically by designations at graduation. They will be seated after the Valedictorian and Salutatorian.

The Valedictorian and Salutatorian will be designated "Summa Cum Laude" graduates.

Eligibility

In order to be ranked, a student must have earned at least 20 credits by the beginning of their senior year. Weighted factors shall be designated for each semester grade earned with some exceptions as those listed previously under "Ranking for Graduation." Advanced Placement and Dual Credit virtual courses that meet the criteria shall be weighted and shall be included in a student's grade point average. All courses that are calculated in a student's GPA must be on the student's schedule. Some courses may earn a full credit although taken in one semester. When a student takes such a course, 0.5 credit will be weighted and calculated in the GPA and the other 0.5 credit will be reflected on the transcript but will not be calculated in the GPA.

Estimated class rank shall be computed for all students applying for college admission at the end of the eleventh grade and end of the first semester of the senior year.
A final calculation of GPA and class rank is determined at the end of the fifth six-weeks grading period of the senior year and shall be reflected on the final transcript which is sent to colleges.

Early Graduation

Juniors who petition by June 1 of their sophomore year for early graduation and who complete all requirements as stated on the Early Graduation Application, including state assessments, by the last instructional day of their junior year shall be unofficially ranked with the senior class. In order to be eligible to graduate "Magna Cum Laude" or "Cum Laude", a student must be enrolled in the high school from which he/she is graduating prior to the end of the first six-week period of his/her senior year and continuing until the end of the second semester of his/her senior year. Early graduates will be given an unofficial ranking if they qualify according to their GPA. In order to qualify for valedictorian/salutatorian, a student must be enrolled in the high school from which he/she is graduating prior to the end of the first six-week grading period of his/ her junior year. The student who ranks number one may not necessarily be the valedictorian. An early graduate may not be considered for valedictorian/salutatorian. Students who are enrolled in an off-campus program for gifted learners shall not be ranked, but may participate in commencement as regular.

Texas First Early High School Completion Program

As one of Texas' top students, you may be eligible to receive a scholarship for one or two semesters at a participating Texas university through the Texas First Diploma. The eligibility requirements include the following: (1) Texas residency, (2) FAFSA completion, (3) at least 22 high school credits with a final GPA equivalent of 3.0 or higher, (4) college readiness test scores, STAAR exam participation, and demonstration of mastery in various subjects. Further, students must provide an official copy of their assessment results and transcripts, as applicable, to receive credit for the assessments and credits required to receive early graduation from

the program. For more information on the Texas First Early High School Completion Program, see your school counselor or visit tea.texas.gov.

Grade Point System*

Numerical Grade	Advanced Placement Courses	Advanced Courses	Academic Courses
100	6.00	5.00	4.00
99	5.90	4.90	3.90
98	5.80	4.80	3.80
97	5.70	4.70	3.70
96	5.60	4.60	3.60
95	5.50	4.50	3.50
94	5.40	4.40	3.40
93	5.30	4.30	3.30
92	5.20	4.20	3.20
91	5.10	4.10	3.10
90	5.00	4.0	3.00
89	4.90	3.90	2.90
88	4.80	3.80	2.80
87	4.70	3.70	2.70
86	4.60	3.60	2.60
85	4.50	3.50	2.50
84	4.40	3.40	2.40
83	4.30	3.30	2.30
82	4.20	3.20	2.20
81	4.10	3.10	2.10
80	4.00	3.00	2.00
79	3.90	2.90	1.90
78	3.80	2.80	1.80
77	3.70	2.70	1.70
76	3.60	2.60	1.60
75	3.50	2.50	1.50
74	3.40	2.40	1.40
73	3.30	2.30	1.30
72	3.20	2.20	1.20
71	3.10	2.10	1.10
70	3.00	2.00	1.00
Below 70	0	*	0

Letter Grade	Academic Dual Credit Courses	Technical Dual Credit Courses
A	5.45	4.7
B	4.45	3.7
C	3.45	2.7
D	2.45	1.7
F	0	0

*The District shall only include in the calculation of class rank semester grades earned in high school credit courses on a student's schedule taken in grades 9-12 unless excluded in EIC(local).

Graduation Ceremony Participation

The commencement programs (graduation ceremonies) for the District shall be conducted according to the following guidelines:

1. Students shall be grouped, recognized, and permitted to participate in the following categories:
   a) Students who have satisfied all requirements for graduation with honors.
   b) All other graduates.
2. Students who do not meet the above requirements may, by attending summer school, evening or night school, participate in a summer graduation ceremony in September. The ceremony will include graduates of all Galena Park ISD high schools.
3. A meeting with students shall be held to ensure understanding of the requirements for graduation and participation in the commencement program.
4. Students must participate in the commencement practice in order to be eligible for the graduation ceremony. Exceptions to these guidelines are at the discretion of the campus principal. Students shall not participate in graduation practice until all fees and fines are paid in full.
5. Graduating seniors who completed the school year at a DAEP will not be allowed to participate at the graduation ceremony.
6. The privilege to participate in the graduation ceremony is reserved for students who have 90% or higher attendance during the second semester.
7. Inspection shall be conducted before processional to ensure student compliance with the prescribed commencement attire.

Please note that participation in GPISD graduation ceremonies is a privilege granted to students who meet the necessary requirements. Students who fail to meet the requirements or those who commit a disciplinary infraction **at any time prior to the ceremony may be excluded from walking** at the discretion of the campus principal or a District administrator.

Bullying (All Grade Levels)

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

Bullying is defined in state law 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 elementary grades will participate in:

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

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 Myra Castaneda, Director for Educational Support at 832-386-1043.

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 either orally or in writing, to a teacher, counselor, principal, or other District employee. An incident report form is available from the District and may be used to submit the report.

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 meet the definition 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.

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

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

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

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at www.galenaparkisd.com. [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 die by 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 (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)
- Preventing Teen Dating Violence (https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html)

[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, age, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

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

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

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

Sexual Harassment and Sex-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 Ann Tyner, Parenting Education Facilitator, at 832-386-1000 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 they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH and FFH(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 (All Grade Levels)]

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).

Discrimination

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

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 members of the community in promoting the educational, career, personal, and social development of students

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

Academic Counseling

Elementary and Middle/High School Grade Levels

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

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

High School Grade Levels

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

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

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

The importance of postsecondary education;
The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;

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

Personal Counseling (All Grades 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 or parent who wishes to meet with their school counselor should inform the school counselor so that a time can be arranged that best meets the needs of the student. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

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

[See Mental Health Support (All Grade Levels), Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels), and Dating Violence]

Counseling and counseling-related services are available to all students and are considered a regular educational service.

These services may include:

- College and career planning
- Post-secondary options
- Financial aid
- Scholarships
- Academic guidance
- Course scheduling
- Concerns of a personal nature

In the event of a personal crisis, a counselor may request the assistance of a district psychologist or district mental health personnel (social service specialists).

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

College and Career Counseling

School guidance counselors understand the value and importance of preparing students for life beyond their high school years and diligently work to provide students and parents with programs and activities designed to encourage students to begin thinking about the future. Counselors at the elementary level utilize character education and college and career days to expose students to a variety of college and career opportunities. In middle school, guidance counselors begin working with students on developing six-year plans that will be used as a guide to help students prepare for their future career and educational goals. In high school, guidance counselors meet individually with students each year to discuss the students' selected graduation plans, career goals and to encourage their participation in career exploration activities throughout high school to help them identify potential career options and related educational requirements.

Mental Health and Suicide Awareness

Consent for Psychological or Psychiatric Evaluation and Mental Health Services

In accordance with state and federal law, including **Senate Bill 12 (SB 12), prior written parental consent** is required **before any psychological or psychiatric examination, testing, treatment, mental health screening, or counseling services** are conducted by a district employee or contractor.

Consent is **not required in emergency situations** where immediate mental health intervention is necessary to protect the safety of the student or others.

Note: Certain evaluations may be legally mandated under **special education regulations** or by the **Texas Education Agency (TEA)** in cases involving child abuse investigations and reporting requirements.

Suicide Risk Screening and Behavioral Threat Assessment Notification

In situations where a student is believed to be in imminent danger to themselves or others, school staff may conduct a suicide risk screening, such as the Columbia-Suicide Severity Rating Scale (C-SSRS) or Behaviorial Threat Assessment (BTA), without prior written parental consent.

In these emergency cases, parents or guardians will be notified immediately after the screening has been conducted to ensure timely communication and follow-up care.

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.

The District's procedures are as follows:

Once district personnel is made aware that a student is exhibiting a mental health concern, such as substance abuse, suicidal/homicidal ideation, or other mental health crisis that interferes with the student's daily functioning, the student will be referred to the campus school counselor. After consulting with the student, the school counselor will determine if the student is in need of a mental health screening to determine the level of distress. The school counselor and/or the mental health professional will contact the parent/guardian. Based on the severity of the screening, if the parent/guardian is unable to come to the campus to address the determined need of the student the school counselor and/or the mental health professional will notify the proper authorities. The mental health professional and school will work with the parent/guardian to establish a safety plan, as well as provide the parent/guardian with contact information for additional resources.

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

The mental health liaison, Dr. Karen Haynes can be reached at khaynes@galenaparkisd.com (832) 386-1209 and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.
Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Mental Health Support (All Grades Levels)

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

- Mental health promotion and early intervention – The Mental Health Intervention Team hosts an annual Mental Health Awareness Fair to promote mental health awareness and share resources on early intervention services. The Mental Health Intervention Team hosts monthly meetings and invites Community-Based Mental Health Providers to raise awareness about available mental health services in the community for students and their families.
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention – Red Ribbon Week is utilized to raise awareness about substance abuse prevention and intervention services. The District Substance Abuse Counselor provides individual and group counseling, prevention and intervention services related to substance use. Galena Park ISD works collaboratively with Community-Based Substance Abuse agencies to provide

substance abuse education, prevention and intervention services to our students.
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community) – School Counselors present guidance lessons throughout the year to help prevent and intervene for students who may be experiencing suicidal ideation. eCourses are used to train campus-level staff to recognize and detect signs of suicidal ideology.
- Grief counseling is provided to students as needed through school counselors, the Mental Health Intervention Team and contracted services.
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climate.

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

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs.

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior. 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.]

CHILD ABUSE, NEGLECT, SCHOOL STAFF MISCONDUCT, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

The District has established a plan for addressing child abuse, neglect, school staff misconduct, trafficking, and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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 ageappropriate 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 (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Emotional Abuse
Possible warning signs of emotional abuse include:
- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or overaggression
- 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

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. To find out what services may be available in your county, see Texas Health and Human Services' Family Support Services Program Locator (https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.as).

Warning Signs of Sex Trafficking

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

Possible warning signs of sexual trafficking in children include:

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

Reporting and Responding to Sexual 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, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). A child who has experienced sexual abuse, trafficking, or any other type of abuse or neglect should be encouraged to seek out a trusted adult.

Be aware as a parent or other trusted adult that disclosures of sexual abuse and sex trafficking may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you. Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.]

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

STUDENTS IN FOSTER CARE

This law (Fostering Connections to Success and Increasing Adoptions Act of 2008, Public Law 110-351) requires state welfare agencies to collaborate with their state and local education agencies to promote school stability and improve educational outcomes for children in foster care. The District will work collaboratively with state welfare agencies to provide school stability, maintaining the school in which the child was enrolled at the time of placement. Please contact Dr. Karen Haynes, who has been designated as the GPISD foster care liaison, at 832-386-1209 with any questions.

SUBSTANCE ABUSE PREVENTION AND AWARENESS

Prevention programs have proven to be effective, but families and influential adults continue to play the most important role in determining how youth handle the lure of alcohol, cigarettes, misuse of prescription drugs, and illegal drugs. If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. If you need further assistance, the school counselor will refer the student to the district substance abuse counselor, Melody Burr, for additional substance abuse counseling and referrals. The Substance Abuse and Mental Health Services Association (SAMHSA) maintains information regarding children's mental health and substance use disorders on its website: samhsa.gov.

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact) 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 (https://tea.texas.gov/about-tea/other-services/military-family-resources).

McKinney-Vento Program

The McKinney-Vento Homeless Education Assistance Act requires:

- Homeless education liaisons to provide public notice of the education rights of students who are homeless; and
- The district is to inform children who are homeless and their parents of the liaison's duties.

TEA's Texas Education for Homeless Children and Youth (TEHCY) for additional information https://tea.texas.gov/school-and-district-leaders/support-risk-schools-and-students/texas-education-homeless-children-and-youth-tehcy-program.

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

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

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

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

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL).

The district will expedite local timelines, when possible, for prompt dispute resolution
.
For more information on services for students who are homeless, contact the district's homeless education liaison:
Nicole Johns, Program Director for Student Service
832.386.1160

Student Organizations

Student clubs and performing groups such as the band, choir, drill and athletic teams may establish rules of conduct and consequences for misbehavior that are more strict than those for students in general. If a violation of school rules occurs, the consequences specified by the school shall apply in addition to any consequences specified by the organization.

Each student member of a group imposing stricter standards shall be notified of the standards of behavior and the specific consequences of violating the standards. A faculty member must sponsor the organization and the principal must approve the organization. The individual school may furnish a list of available clubs and organizations.

Clubs within the school District shall be open to all students who qualify under the rules of the school to fill the special aims of the organizations. **Students are not allowed to participate in illegal organizations such as a fraternity, sorority, secret society, gangs or cults.** A student fraternity, sorority, or secret society, gang or cult is an organization composed wholly or in part of members of the student body of the school which seeks to perpetuate itself by taking in additional members from the student body on the decision of its members, rather than upon the free choice of any student who is qualified by the rules of the school to fulfill the special aims of the organization. It violates the standards of the conduct of the District to be or remain a member of, to join or promise to join, to become pledged, to become a member of such fraternity, sorority, secret society, gang or cult. **It is a violation of the standards of conduct of the District to wear any dress or attire signifying membership in a fraternity, sorority, gang or cult.**

Fundraising Activities

Fundraising activities by student groups and/or for school sponsored projects shall be allowed, "with prior administrative approval and under the supervision of the project sponsor" for students in all grades. Elementary and Middle school student organizations are allowed to have two fund-raising activities a year. High School student organizations are allowed to have only one fundraising activity a year. Students who do not wish to participate in fund-raising activities shall not be penalized. All fundraising activities involving the sale of ready-to-eat food must fully comply with the guidelines of the Texas Department of Agriculture as set forth in the Texas Administrative Code and the GPISD Wellness Plan.

Interscholastic League Activities (UIL)

If a student participates in two or more school activities, and the activities are scheduled for the same time, University Interscholastic League contests have priority over other events and performances and have priority over practices/rehearsals. If both events are University Interscholastic League Contests, the student must make a choice.

All students who participate in Interscholastic League athletic activities must have a birth certificate filed in the registrar's office. Major college athletic scholarships require enrollment

in a regular high school program. For more complete information on college bound student athletes, please see your guidance counselor. Student athletes will be informed of the option to request an electrocardiogram.

Extracurricular Activities

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. A student who participates in an extracurricular activity, shall be suspended from participation in such activity if the student receives a grade lower than a 70 in any course, during any marking period. Middle school and high school students failing a Advanced or AP course may request a waiver from the building principal once each school year for each Advanced or AP course.

“Grade evaluation period” means:

1. The six/nine weeks grade reporting period.
2. The first six/nine weeks of a semester and each grade reporting period thereafter, in the case of a District with a grade reporting period longer than six weeks.

The suspension continues for a three week period. The suspension is removed if the student is passing all courses at the three week grade check following the three week suspension period or at the next grading period if the student is passing all courses.

A student suspended under this section may practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other extracurricular components, including traveling with the group or wearing the uniform at the extracurricular activity.

Students who are absent from school on a given day will not be allowed to represent the school in any capacity that afternoon or night, unless the absence is considered justifiable. This also applies to participating on Saturday when absent on Friday.

A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board are subject to these restrictions.

An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Participation in extracurricular activities is a privilege. Students have no constitutional right to participate in extracurricular activities.

Parents are entitled to review the District’s records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Standards for District Extracurricular Activities

Students involved in extracurricular activities are expected to exhibit the highest standard of conduct. Galena Park Independent School District views participation in extracurricular activities as a **privilege, not a right**. Any student who violates the Student Code of Conduct is also subject to District standards for extracurricular activities discipline and/or regular school disciplinary action. This includes any misconduct, regardless of time or location, that would reflect negatively upon GPISD in an extracurricular activity. Students who violate the Student Code of Conduct which results in DAEP assignment may result in probation and temporary removal from extracurricular activities.

Disciplinary measures taken may include special assignments, additional services, or extended time as determined by the sponsor or principal.

Probation and/or dismissal from extracurricular activities will be the consequence for infractions involving alcohol, smoking, drugs, use of profanity, violence, and other serious offenses when the sponsor/principal believes the integrity and credibility of the organization has been jeopardized by the student’s action. Probation may be assigned when the student fails to comply with rules and regulations of the extracurricular activity. (Probation is defined as a trial period during which a student is permitted to prove the desire to be a productive member of the organization.)

A student may be dismissed from extracurricular activities upon any major infraction or during a probation period. Prior to being dismissed from extracurricular activities, the student and parent will be notified of the reasons for the action. The student or his/her parent(s)/legal guardian will be afforded the opportunity of a hearing with the sponsor and the principal. The complaint process will be explained at that time. The student will not be eligible for any individual or team recognitions or awards that occur after the date of dismissal.

All students who participate in extracurricular activities, under the provisions of the Texas Education Code, must maintain a passing grade in all courses. The probation time for academic ineligibility is currently three weeks and is established under the Texas Education Code.

Extracurricular Activities Complaint Procedures

The sponsor/coach will have a conference with the student and parent(s). Consequences may result in suspension of activity, dismissal from activity, or other appropriate action such as extra duty or community service. (Community service with approval of principal).
The principal will hold a conference with the student and parent(s) (excluding athletics). Serious infractions could result in dismissal from extracurricular activities.

The Campus Athletic Coordinator or Athletic Director will hold a conference with a student in the athletic program and their parent(s). Serious infractions could result in dismissal from athletics activities.

If the parent/student wishes to appeal, a request must be made in writing by the parent for a Level II conference using the Level II grievance/complaint form. The request must be made to the Superintendent's designee within ten days after the grievance with the principal.

The Superintendent's designee will schedule a Level II hearing and notification will be given to the parent(s)/ legal guardian.

The parent(s)/legal guardian may appeal the decision rendered by the Superintendent's designee to the Board of Trustees, as stated in policy FNG (Local).

Consent Required for Certain Activities

1. An employee of a school district must obtain written consent of a child's parent(s)/legal guardian before the employee may:
   A) Conduct a psychological examination, test, or treatment as required under Section 38.004; or
   B) Make or authorize the making of videotape of a child or record or authorize the recording of a child's voice.
2. An employee of a school district is not required to obtain the consent of a child's parent(s)/ legal guardian before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used only for:
   A) Purposes of safety, including the maintenance of order and discipline in common areas of the campus or on the school buses;
   B) A purpose related to an extracurricular activity; or
   C) a purpose related to regular classroom instruction.

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs.

Deliveries to School

Deliveries of flowers, balloons, gifts, food (for Outside Food see page 11) and other items not necessary for the student's class work will not be permitted.

Fire, Tornado, and Other Emergency Drills

Students, teachers, and other District employees shall participate in emergency drill procedures. When the alarm is sounded, students must follow the directions of teachers or emergency personnel quickly and in an orderly manner.

Emergency School Closing Information

For information regarding school closings due to severe weather, epidemics, pandemic or other emergency conditions, check the district's website - www.galenaparkisd.com, on Facebook at facebook.com/GPISD and X at www.x.com/galenaparkisd, or monitor the following television or radio stations:

TV Stations

KHOU - Channel 11
KPRC - Channel 2
KRIV - Channel 26
KIAH - Channel 39
KTMD - Channel 47
KTRK - Channel 13
KXLN - Channel 45

Radio Stations

KTRH - AM (740)

Bicycle/Skateboard/Skates Safety

Bicycles may be ridden to school. Children who ride bicycles must obey bicycle safety rules. **Bicycles must be walked on and off the school grounds.** Bicycle serial numbers should be recorded in a safe place at home. **The school District is not responsible for loss or damage to bicycles.** Bicycles must be parked correctly and left only in specified parking areas. Each student must provide his/her own chain and lock for the bicycle. **Students are NOT to bring skates or skateboards to school or any athletic events.**

Book Bags

ONLY clear or mesh book bags will be allowed on campuses. This does not include district-issued bags.

Insurance

Student accident insurance is available to parents who wish to purchase a policy. There are two options available. Option One is a 24 hour protection policy. Option Two is an at school protection policy. Contact the school office for more information.

Lost and Overdue Books

Students are expected to clear their record of fines before the end of the school year. Students who withdraw from school should clear their record prior to withdrawal in order to have records released.

All books sold to students, parent(s)/legal guardian, and all books lost or not accounted for by students, shall be paid for on the basis of the net contract price. **Refunds for recovered books will not be made after June 15.** Please help your child understand his/her responsibility for textbooks and library books. Fines for loss or damage can be a burden for the family.

Library (All Grade Levels)

The library is open for independent student use with a teacher permit during regular school day hours.

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

Cafeteria Services (All Grade Levels), Student Computer Users, School Buses/District Vehicles

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 directly to the campus librarian.

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

A parent may access to the school's library or any available online catalog through the district website under Library Services.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian 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.

Cafeteria Services (All Grade Levels)

The District participates in the School Breakfast Program (SBP) and National School Lunch Program (NSLP) and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law. Free meals are available based on the Community Eligibility Provision under the NSLP to all students enrolled in participating GPISD schools. Families with students enrolled at participating schools do not need to apply to receive free breakfast and lunch for their students. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the District's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid unless the student's parent notifies the District that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals.

Waiver Fees

Upon receipt of the District of reliable proof that a student and his or her parent(s)/legal guardian are unable to pay a fee deposit required by the school, his or her parent(s)/legal guardian must present evidence of their inability to pay. The campus principal shall determine eligibility for a fee waiver.

Publications

All student publications and other written material intended for distribution to students shall be submitted to the principal for review and approval [See policy FMA & FMA (LOCAL)].

Student Computer Users

Each student is legally required to comply with all copyright laws and federal and state laws regarding electronic data transfer or communications. This means, but is not limited to, making copies of copyrighted software, email or messaging sites, invading networks or computer systems or files to alter information therein (viruses or changing data), bringing pirated software into the labs or offices, or making threats or other terroristic statements.

Any student found violating these laws or rules will be referred for disciplinary actions, and legal prosecution if applicable.

The equipment is the property of the Galena Park Independent School District. Each student will be held financially responsible for any damage to the equipment caused by that student. Parent/legal guardian and student must read the Student Agreement for Acceptable Use of the Electronic Communications System on page 59 which is included in this Student Handbook. Parents and students acknowledge the Student Acceptable Use Policy (AUP) during registration process.

School Buses/District Vehicles

The Galena Park Independent School District is committed to the safety of all children who ride in our district vehicles. As a result of that concern for children's safety, please know that **any student behavior that compromises the safe operation of GPISD vehicles will be addressed immediately and severely according to the Student Code of Conduct and state law.** The District has the same expectations for student behavior on a district vehicle or bus stop that it does on the school campus. The District will follow CDC and TEA recommendations for transportation as appropriate for our students' safety.

Only authorized adults that are 18 and older, parent / legal guardian, or parent designee, may receive all Pre-K and Kindergarten students at the bus stop. If someone other than the parent(s)/legal guardian will be receiving the child, that individual must be identified to the school and the transportation department, in writing, by the parent(s)/legal guardian.

If an authorized adult is not at the bus stop to receive the pre-kindergarten or kindergarten student, **the student will be returned to the home campus.** Parent(s)/legal guardians are to contact the school principal to establish who will meet their pre-kindergarten or kindergarten student at the bus stop.

Any student who fails to comply with the Student Code of Conduct, or established rules of conduct, while on school district transportation, **may be denied transportation services and shall be subject to disciplinary action. District transportation is a privilege.** Students being transported in school district-owned vehicles shall comply with the Student Code of Conduct. The following rules shall apply to student conduct on school transportation:

1. Students are required to be present at the assigned bus stop five (5) minutes prior to the scheduled pick up time.
2. Students are to board their district vehicle at the campus in a timely manner. If they are not on the district vehicle when it departs the campus, they are not to chase the district vehicle and try to stop it. This action could result in serious injury to the student.
3. Students shall follow the driver's directions **at all times.**
4. Students shall board and leave the district vehicle in an orderly manner at the designated bus stop nearest their home.
5. Students shall not stand when on the district vehicle.
6. Students shall keep books, band instrument cases, feet and other objects out of the aisle of the bus. Band instruments need to be kept in their cases while on the district vehicle.
7. Students will not be allowed to carry on unauthorized items. (i.e. skateboards, scooters, glass items, etc.) Students need to check with campus administration on what may be classified as "unauthorized items", before attempting to board a district vehicle.
8. Students shall not deface a district vehicle and/or its equipment.
9. Students shall not extend head, hand, arms, legs out of the window, nor hold any objects out of the window or throw objects within or out of a district vehicle.
10. Students shall not smoke or use any form of tobacco, alcohol, drugs, or possess any weapons on a district vehicle.
11. Usual classroom conduct shall be observed. Unruly conduct, including the use of obscene language, will subject the student to disciplinary action or loss of privilege to ride a district vehicle.
12. Upon leaving a district vehicle, the student shall not cross immediately in front unless directed by the driver.
13. Students are not to cross behind a district vehicle nor loiter around the sides at any time.
14. Students shall adhere to the school dress code while on a district vehicle.
15. District Transportation service is designed for Home to School and School to Home service only.
16. For safety reasons, district bus service on a regular basis to and/or from different locations is not allowed.
17. Students are only allowed to ride their assigned bus to/from their designated bus stop. Any change in that assignment can only be made on an emergency basis if a request is submitted by the parent in writing to the student's home campus administration and it is approved by a campus level Principal or Asst. Principal. Requests for transportation to after-school activities, such as sports and scouts, cannot be approved.
18. School Bus Drivers are authorized to assign seats.

Parent(s)/legal guardian, Please Note: Parent(s)/legal guardian may be held financially responsible for property damage/vandalism caused by their child.
The following procedures shall be followed when a discipline concern arises on school transportation serving a regular route or an extracurricular activity:

1. The driver shall attempt to correct the misbehavior of the passenger.
2. If the driver is unable to resolve the problem, the principal shall be notified immediately, or if the incident occurs in the afternoon, not later than the morning of the next school day.
3. The principal shall investigate the incident and notify the driver of the action taken.
4. A conference involving the principal, the student passenger, the bus driver, and the parent(s)/ legal guardian may be required.
5. The principal may suspend the student's riding privileges. If such suspension occurs, the parents shall be notified prior to the time the suspension takes effect.
6. In case of serious misconduct that endangers the safety of other passengers or the driver, the driver shall stop the vehicle in a safe location and notify the dispatcher. If the misconduct continues, the dispatcher will request assistance from a law enforcement officer. The principal and parent(s)/legal guardian shall be notified of the situation as soon as possible. The student shall not be provided service again until a conference between the parent and campus administrator has been held. Permission to ride a district vehicle is granted or denied by the campus administration.

Parent(s)/legal guardian, Please Note: Disciplinary action resulting from student misbehavior will be taken by the campus administration.

Please contact the school principal regarding such matters.

Disciplinary sanctions and changes in transportation for a student with disabilities shall be made in accordance with the provision of the Student's Individual Education Plan (IEP).

Undeliverable Children

Pre K, Kinder and Special Needs students utilizing GPISD transportation must be received by a parent/legal guardian or parent designee in case of emergency. If a student cannot be delivered to his/her parent/legal guardian, the child may be returned to the home campus. If a student needs to be returned to campus frequently, it may result in loss of transportation services and privileges.

Unattended Children

Children left unattended by a parent or guardian for one or more hours at the campus, will be delivered to Children's Protective Services if no parent contact is made.

Agency Name: Children's Protective Services
Address: 2525 Murworth, Houston, TX 77054
Telephone #: 713-394-4000

Detention

Students may be detained outside of school hours on one or more days if a student violates the school's rules or conduct. The detention may begin the day after assignment; parent(s)/ legal guardian shall be notified by either the school or the student. Transportation arrangements should be made by

the parent(s)/legal guardian on the day of the detention.

Parent(s)/legal guardian, Please Note: School buses that are assigned to activity routes (detention, tutorials, extended day programs) are provided as a convenience to students and are not required by state law. These buses will be assigned to service areas and will not duplicate the regular route in drop off locations.

Chaperones Requirement for Field Trips

There must be at least one school district employee as a sponsor on a school bus to accompany students on a field trip/extracurricular activity. A parent or guardian designated to be a sponsor is allowed to ride in a school bus with the students in the event there is more than one (1) school bus required for the field trip.

Personal Communication Devices

In accordance with HB 1481, Galena Park ISD prohibits the use of Personal Communication Devices (PCDs) during the school day. A Personal Communication Device is defined as a telephone, cell phone such as a smartphone, or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommuniction or digital communication. Students are allowed to use PCDs outside of the normal school day as determined by the school, classroom teacher, or event.
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.

Electronic transmission of unwanted sexually explicit material will result in criminal action.

GPISD will not be responsible for the recovery of lost or stolen electronic devices and accessories.

In limited circumstances and in accordance with law, a student's personal communication device may be searched by authorized personnel.

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law.

Student/Parent(s)/Legal Guardian Complaints

Students or parents/legal guardians who have a complaint should first bring the matter up with the teacher/sponsor. If the outcome of that discussion is not satisfactory, the student and/or parent(s)/legal guardian should contact the principal. Complaints or concerns regarding handicapped students or the District's special education program should be brought to the special education teacher or case manager. Students or parent(s)/legal guardian with other kinds of complaints should contact the principal.

If the outcome of the initial administrative conference is not satisfactory, the student and/or parent may follow the District's formal complaint procedure, available from the principal's office, to carry the complaint to the Superintendent's designee and ultimately to the Board of Trustees. This procedure is outlined in GPISD Policy FNG (Local). Galena Park ISD has implemented an **Informal Complaint Resolution Process.** This **mediation process** is highly recommended by the District before the complainant proceeds to the formal procedure. This Informal Resolution Procedure is outlined on page 55. Any student who alleges they have been discriminated against on the basis of race, origin, color, sex (including sexual harassment), or handicap may utilize the complaint.

Physical Restraint

Any District employee within the scope of the employee's duties may use and apply restraint to a student that the employee reasonably believes necessary in order to:

1. Protect a person from physical injury.
2. Obtain possession of a weapon or other dangerous objects.
3. Remove a student from a specific location on school property if the student refuses a lawful command from a school employee.
4. Restrain an irrational student.

Special Education Physical Restraint

Physical restraint is only used in situations that meet the definition of a "behavioral emergency". If a student is in imminent danger of causing serious property destruction, or poses an imminent threat to safety of himself/herself or to others, physical restraint may be used.

If the student is receiving Special Education Services, it is necessary to respond in writing to the incident within twenty-four hours.

- Whenever it is necessary to use physical restraint, the building administrator will be notified on the same day that the restraint has been used.
- The individual involved in the physical restraint will attempt to notify the parent verbally of the restraint unless the administrator assumes responsibility for this. Efforts to verbally notify the parent will be documented.
- After a physical restraint has been used, the individual(s) involved in the restraint will complete the form, Written Summary of Restraint Use. (Form is generated at the campus level).

It is the responsibility of the campus administrator to send the Written Summary of Restraint Use with a cover letter to the parent within one day from the date the restraint occurred.

The campus administrator will determine if the individual(s) involved in the restraint have had the training required when restraint has been used. The training includes the

Non-violent Physical Crisis Intervention (CPI) restraint training and the Modules 1, 2, 3, and 5 of the Texas Behavior Support Initiative (TBSI). If the individual(s) involved in the restraint have not had the required training, the administrator will notify the Senior Director of Special Education to schedule training within 30 school days.

Incidents of restraint use for students receiving special education services will be entered into PEIMS by the district special education records clerk.

Rules and Regulations/Jurisdiction

The District has jurisdiction over students during the school day and while going to and from school on District transportation. The District's jurisdiction includes any activity during the school day on school grounds and attendance at any school related activity, regardless of time or location. Additionally, according to state law, discipline may be imposed for certain off campus behavior(s) listed in the Student Code of Conduct.

Students shall observe the rules of good citizenship going to and from school. They shall not loiter, litter, trespass, abuse or create nuisance conditions for residents of this community. The school cannot assume responsibility for the acts of students going to and from school; however, it may take disciplinary action if the circumstances warrant. The District will cooperate with law enforcement agencies investigating citizens' reports of violations.

Students' Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.
Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.

Gang-Free Zones

Section 71.028 of the Penal Code establishes gang-free zones which include schools, institutions of higher education, public or private youth centers, playgrounds, shopping malls, movie theaters, public swimming pools, video arcades, and school buses. A person 17 years of age or older who commits certain offenses (for school-related purposes) in, on, or within 1,000 feet of any real property that is owned, rented, or leased by a school or school board or on a school bus may be assessed a punishment that is increased to the next highest category of offense (unless the offense is already classified as a felony in the first degree). The gang-free zones apply if a person commits or conspires to commit certain offenses with the intent to establish, maintain, or participate in a combination or in the profits of a combination or as a member of a criminal street gang as specified in Section 71.02, Penal Code (organized criminal activity). These offenses include murder, capital murder, arson, aggravated robbery, robbery, aggravated kidnapping, kidnapping, aggravated assault, aggravated sexual assault, sexual assault, forgery, deadly conduct, assault with bodily injury; unlawful manufacture, transportation, repair, or sale of firearms or prohibited weapons; or any offense listed in Chapter 43, Penal Code (public indecency) depicting or involving conduct by or directed toward a child younger than 18 years of age. Penal Code 71.028

Firearms/Weapons

A person commits an offense if the person knowingly, intentionally, or recklessly possesses or goes with a firearm, illegal knife, or prohibited weapon listed in Penal Code 46.05(a) onto the physical premises of a school or educational institution or any grounds or building in which an activity sponsored by a school or educational institution is being conducted, or a passenger transportation vehicle of a school or educational institution, unless pursuant to written regulations or written authorization of the District. Penal Code 46.03.

A person commits a third degree felony if the person, by exhibiting or using or threatening to exhibit or use a firearm, interferes with the normal use of a building or portion of a campus or of a school bus being used to transport children to and from school-sponsored activities. Education Code 37.125 and Galena Park ISD POLICIES FNCG (LEGAL) and GKA (LEGAL).
In addition, guns and other weapons are governed by the Gun-Free School Zones Act which prohibits the possession of a firearm in a school zone and the state Weapon-Free School Zones law which prohibits the possession of weapons within 300 feet of the premises of a school or on the premises of a place where an official school function or an event sponsored or sanctioned by the University Interscholastic League is taking place. 18 USC 657.922(q) and Penal Code 46.11

Drug-Free School Notice

A person commits a criminal offense (enhanced) if the person knowingly or intentionally possesses a controlled substance listed in the Health and Safety Code, Chapter 481 in, on, or within 1,000 feet of any real property that is owned, rented, or leased to a school district, or on a school bus. Health and Safety Code 481.134

Random Student Drug Testing

Random student drug testing will include any 6th – 12th grade student who participates in extracurricular activities. In addition, parents/guardians may request for their child to be included by contacting their child's principal. Consequences for positive test results will be limited to temporary removal from the extracurricular organization, and will include mandatory counseling. Students at Disciplinary Alternative Education Program (DAEP) are subject to a random drug test.

Tobacco Prohibited

Students are prohibited from possessing or using any type of tobacco product, including electronic cigarettes or any other vapor devices, while on school property at any time or while attending an off campus school-related activity. Education Code 28.004(k)

Vaping is defined as the use of an electronic device (e-cigarette, vaporizer, vape(s), vape pen, dab pen, or other device) to inhale substances (nicotine, marijuana, THC, THC concentrations, CBD, synthetic cannabinoids, flavorings, or other substances).
The District strictly enforces prohibition against the use of all tobacco products, including electronic cigarettes or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities.

Metal Detectors

According to policy FNF (Local) students are subject to metal detector searches on a random basis. Administrators will minimize inconvenience to students and interference with the educational process.

Cimarron Elementary

Beginning on I-10 at the Ironwood Boulevard easement, west along I-10 to Market, southwest along Market to Greens Bayou, northwest along Greens Bayou to Jordon Gully, north along Jordon Gully to Halifax, southeast along Halifax to Beresford, south along Beresford to the easement between Louisville and Indianapolis, east along the easement between Louisville and Indianapolis to the Ironwood Boulevard easement, south along the Ironwood Boulevard easement to point of beginning.

Cloverleaf Elementary

Beginning at the intersection of I-10 and Carpenters Bayou, southeast along Carpenters Bayou to the Houston Ship Channel, west along the Houston Ship Channel to Greens Bayou, north along Greens Bayou to Market, east along Market to I-10, east along I-10 to the Ironwood Boulevard easement, north along the Ironwood Boulevard easement to the easement between Hillsboro and Waxahachie, east along the easement between Hillsboro and Waxahachie to Cloverleaf Street, south along Cloverleaf Street to I-10, east along I-10 to point of origin.

Elementary Students living in the following developments will attend Cloverleaf Elementary:

- Apartments at 14341 East Freeway
- Estada Villa Apartments, 1114 Freeport
- Mondo Hotel, 13815 Duncum
- Pioneer Apartments, 912 Freeport

**Elementary students living south of I-10 between Carpenters Bayou and Greens Bayou will attend Cloverleaf Elementary.*

Galena Park Elementary

Beginning at Clinton and the easement west of Graham, north along the easement west of Graham to the easement between 8th and 9th Streets, east along the easement between 8th and 9th Streets to an extension past McConnico, south to an easement between 7th and 8th Streets, east along the easement between 7th and 8th to Keene, north on Keene to the easement between 8th and 9th Streets, east on the easement between 8th and 9th Streets to an eastern most extension of the easement between 8th and 9th Streets, south from the eastern most extension of the easement between 8th and 9th Streets to the Houston Ship Channel to a point in line with the easement west of Graham, north on the line to the point of beginning.

Galena Park Elementary - Galena Manor and Fidelity Assignments

- Elementary students in the 2500 block of 6th through 16th Streets
- Elementary students in the 300-1500 blocks of Bank Dr.
- Elementary students in the 300-1500 blocks of Sage Dr.

Elementary students living in the following developments will attend Galena Park Elementary:

- Apartments at 1307 1st St.
- Apartments at 1612 1st St.
- Apartments at 1405 2nd St.
- Apartments at 1306 3rd St.
- Apartments at 1301 7th St.
- Apartments at 801 Holland Ave.
- Apartments at 601 Keene St.
- Apartments at 504 N Main St.
- Apartments at 508 N Main St.
- Apartments at 701 N Main St.
- Apartments at 705 N Main St.
- Brooks Apartments, 1705 Avenue J
- Galena Apartments, 1801 Avenue K
- Oak Park Apartments, 1307 Clinton St.
- Summerset Apartments, 1712 1st St.

Green Valley Elementary

Beginning at the west canal and Uvalde, south along Uvalde to the easement between the Summit Point apartments and an extension of Connaught Way, southeast along easement to the canal between Audrey and Connaught Way, south along canal to Woodforest, east along Woodforest to Freeport, south along Freeport to the easement between Texarkana and Eagle Pass, west along the easement between Texarkana and Eagle Pass to Ironwood Boulevard easement, north along Ironwood Boulevard to easement between Indianapolis and Louisville, west along the easement between Indianapolis and Louisville to Beresford, north along Beresford to Halifax, northwest along Halifax to Jordon Gully, north along Jordon Gully to Grand Oaks, north along easement between the east end of Stillington (Cul-de-sac) and Maybrook to easement south of Boyer, west along easement between Boyer and Redgate to West Canal, northeast along West Canal to point of beginning.

Elementary students living in the following developments will attend Green Valley Elementary:

- Audrey Lane Town Homes, 379 - 391 Audrey Ln.
- Buena Vista Apartments, Force St.
- Castillian Village Townhomes, 13464 Castilian
- Northshore Meadows Apartments, 333 Uvalde
- Northshore Meadows Apartments, 305 Uvalde
- Bayou Palms Apartments, 13455 Woodforest
- Tall Timber Apartments, 13155 Woodforest
- Timber Run Apartments, 13000 Woodforest
- The Graham Apartments, 250 Uvalde

James Havard Elementary

Beginning at Woodforest Boulevard and St. Finans Way, north along St. Finans to the easement between Lantern and Maisemore, east along the easement between Lantern and Maisemore to Carpenters Bayou, north along Carpenters Bayou to Wallisville, west along Wallisville to south bound Beltway 8 Frontage Rd. North along Beltway 8 Frontage Rd. to Hutto Rd. easement. West along Hutto Rd. easement 635 feet then South along easement between New Forest subdivision and retail center to Wallisville Rd. West on Wallisville Rd. to Uvalde, south along Uvalde to the easement between the Summit Point apartments and an extension of Connaught Way, southeast along easement to the canal between

Audrey and Connaught Way, south along canal to Woodforest, east along Woodforest to point of beginning.

Students living in the Domain New Forest apartments will attend Havard Elementary.

Jacinto City Elementary

Beginning at the intersection of Holland and Lane, west along Lane to a western extension of Lane, north along the western extension of Lane to the MP railroad tracks (south of Market), east along the MP railroad tracks to Holland, south along Holland to point of beginning. Elementary students living in Jacinto City on the west side of Holland will attend Jacinto City Elementary.

Jacinto City Elementary - Galena Manor and Fidelity Assignments

- Elementary students living on Mississippi and all streets south through Delaware
- Elementary students living in the 300 or 400 blocks of Bolden, Delaware, North Carolina, Owens, Cartersville, Clearwater, Calloway, or Mississippi

Elementary students living in the following developments will attend Jacinto City Elementary:

- Apartments at 10209 Wiggins St.
- Apartments at 10302 Flaxman St. (Corner of Mercury and Flaxman)
- Apartments at 330 Cartersville St.
- Holly B. Apartments, 11002 Lane St.
- Jacinto Arms Apartments, 10903 Wiggins St.
- Kerbey Apartments, 1423 Kerbey St.
- Shadow Lane Apartments, 10821 Lane St.
- Shadow Lane Apartments, 10823 Lane St.
- Switzer Apartments, 10137 Lane St.

MacArthur Elementary

Beginning at the PTRA railroad tracks (north of 18th Street) and the easement west of Leggett, south along the easement west of Leggett to 9th Street, east along 9th to the easement west of West Way, south along the easement west of West Way to 8th Street, east along 8th Street to Parkside, north along Parkside to an easement between 8th and 9th Streets, east along the easement between 8th and 9th Streets to an eastern most extension of the easement between 8th and 9th Streets, north along the eastern most extension of the easement between 8th and 9th Streets to the PTRA railroad tracks, west along PTRA railroad tracks to the point of beginning.

MacArthur Elementary - Galena Manor and Fidelity Assignments

- 300 or 400 blocks of Mascot, New Hampshire, Massachusetts, Rhode Island, Connecticut, Gans, Armstrong, or Pennsylvania
- 2500 block of 2nd through 5th Streets
- 200 block of Bank Drive
- 200 block of Sage Drive
- Galena Manor Drive

Elementary Students living in the following developments will attend MacArthur Elementary:

- Apartments at 1803 15th St.
- Apartments at 302 Rhode Island
- Apartments at 1304 9th St.
- Apartments at 404 Massachusetts St.
- Kemme Apartments, 1706 N Main St.
- Lancer Apartments, 1411 11th St.

Normandy Crossing Elementary

Beginning on Greens Bayou at Jordon Gully, northwest along Greens Bayou to Big Gulch, east along Big Gulch to a point at the east end of Thorn Hill Oaks, south to the west end of Boyer, east along easement south Boyer to the easement east of Stillington (Cul-de-sac), south along the easement east of Stillington (Cul-de-sac) to the east end of Stillington (Cul-de-sac) and Maybrook, west at the east end of Stillington (Cul-de-sac) and Maybrook to Grand Oaks, south southwest along Jordon Gully to point of beginning.

Elementary students living in the following developments will attend Normandy Crossing Elementary:

- Chateaux Normandie
- Oaks at Greenview
- City Crossing
- Magnolia Creek
- Normandy Woods
- Riverwalk
- Bellevue Riviera
- Woodforest Condominiums
- Villa Sierra

North Shore Elementary

Beginning at the intersection of Carpenters Bayou and canal south of Kroger, west along canal to Cloverleaf Street, south along Cloverleaf to the easement between Hillsboro and Waxahachie, west along the easement between Hillsboro and Waxahachie, to the Ironwood Boulevard easement, north along the Ironwood Boulevard easement to the easement between Eagle Pass and Texarkana, east along the easement between Eagle Pass and Texarkana to Freeport, north along Freeport to Woodforest, east along Woodforest to St. Finans Way, north along St. Finans Way to the easement between Lantern and Maisemore, east along the easement between Lantern and Maisemore to Carpenters Bayou, south along Carpenters Bayou to point of beginning.

Elementary students living in the following developments will attend North Shore Elementary:

- Cloverleaf Properties, 13932 Victoria
- Gentry Apartments, 13925 Alderson
- La Fayette Village, 4822 E. Sam Houston Pkwy N
- Oak Glen Apartments, 615 Freeport
- Panama Estates, 13931 Hillsboro
- Pino del Sol Apartments, 13919 Texarkana

Purple Sage Elementary

Beginning at a point south of Hartman and northeast of Lewiston on the northern boundary of the district, east along the district boundary to the stream approximately 752 feet west of Uvalde, south along the stream to an extension of Morinscott, west along Morinscott to the easement between Gorman and Hopetown, north along easement to Lorne, west along Lorne to the intersection of Lorne and Hopetown, north along Hopetown to Lourdes, west along Lourdes to Wood Bend, north along Wood Bend to the easement between Lourdes and Dartwood, west along easement to a point below Northlake and an extension of Dartwood, west along Teal to a point below Fernlake, north to a point above Northlake and extension of Pinewest, north to point of beginning.

Pyburn Elementary

Beginning at the intersection of Holland and Lane, north along Holland to the MP railroad tracks (south of Market), east along the MP railroad tracks to Hunting Bayou, north along Hunting Bayou to Market, east along Market to Federal, south along Federal to the PTRA railroad tracks, west along the PTRA railroad tracks to Holland, north along Holland to point of beginning.

Elementary students living in Jacinto City, east of Holland (including those living directly on Holland's east side) will attend Pyburn Elementary. Elementary students living west of Federal Road will attend Pyburn Elementary. Elementary students living on the south side of Market east of Hunting Bayou to Federal will attend Pyburn Elementary.

Pyburn Elementary - Galena Manor and Fidelity Assignments

- Elementary students living on Bennett and all streets south through Tennessee
- Elementary students living in the 300 or 400 blocks of Tennessee, Tite, or New Mexico
- Elementary students living in the 9700 or 9800 blocks of Yuma, Pelsey, Mimbrough, Racine, Nedwald, Veyblum, Turnbow, or Bennett

Elementary Students living in the following developments will attend Pyburn Elementary:

- Apartments at 12310 Market Street Rd.
- Apartments at 411 Tennessee St.
- Villa Capri Apartments, 11111 Wiggins St.
- Jacinto Oaks Apartments, 1807 Holland St.
- JustUs, 1611 Holland St.

Sam Houston Elementary

Beginning at the intersection of the canal south of Kroger and Carpenters Bayou, south along Carpenters Bayou to I-10, west along I-10 to Cloverleaf Street, north along Cloverleaf Street to canal, east along the canal to point of beginning.

Elementary students living in the following developments will attend Sam Houston Elementary:

- Casa Villa Apartments, 803 Nancy Rose St.
- Manor Apartments, 14602 Longview St.
- Spanish Villa Apartments, 14415 Alderson St.

Kenneth J. Tice Elementary

Beginning at the intersection of Greens Bayou and the northern boundary of the district, east along the northern boundary of the district to a point south of Hartman and northeast of Lewiston, south to a point above Northlake and an extension of Pinewest, west to an extension of Northlake, south to an extension of Teal, east along extension of Teal to the easement between Dartwood and Lourdes, east along easement to Wood Bend, south along Wood Bend to Lourdes, east along Lourdes to Hopetown, south along Hopetown to Lorne, east along Lorne to the easement between Hopetown and Gorman, south along easement to Morinscott, east along Morinscott to the canal east of an extension of Morinscott, south along canal to Wallisville, west along Wallisville to adjacent easement west of the Thorntree apartments, south to easement between Boyer and Redgate, west to Big Gulch, southwest along Big Gulch to Greens Bayou, northwest along Greens Bayou to point of beginning.

Elementary students living in the following developments will attend Kenneth J. Tice Elementary:

- Dover Pointe Apartments, 14445 Wallisville Rd.
- Hunters Creek Apartments, 5675 Purple Sage Rd.
- Lake Houston Pines Apartments, 5830 S. Lake Houston Pkwy.
- Magnolia Estates Apartments, 101 Normandy St.
- The Woods Apartments, 6415 S. Lake Houston Pkwy.
- Bella Vista Apartments at 14340 Wallisville Rd.

Williamson Elementary

Beginning at the northeastern corner of the district boundary, following the northern district boundary west to the stream approximately 752 feet west of Uvalde, south along the stream to Wallisville, west on Wallisville to adjacent easement west of the Thorntree apartments, South to the fresh water canal, northeast along the canal to Uvalde, north along Uvalde to Wallisville, east along Wallisville to the district's eastern boundary, north along the boundary to the starting point.

Elementary students living in the following developments will attend Shirley Williamson Elementary:

- Advenir at Wynstone, 6464 E. Sam Houston Pkwy N
- Forest Creek Apartments, 5915 Uvalde Rd.
- Pines of Woodforest, 90 Uvalde Rd.
- Advenir at Stone Park Apartments 6160/6200 E. Sam Houston Pkwy N
- Thorntree Apartments, 13502 N. Thorntree Dr
- Timber Woods Condominiums, 13480 S. Thorntree

Woodland Acres Elementary

Beginning at Market and Greens Bayou, south along Greens

Bayou to the Houston Ship Channel, west along the Houston Ship Channel to Industrial, north northwest along Industrial to Federal, north along Federal to Market, east along Market to point of beginning. Elementary students living east of Federal and west of Greens Bayou will attend Woodland Acres Elementary. Elementary students living on the south side of Market between Federal and Greens Bayou will attend Woodland Acres Elementary.

Woodland Acres Elementary - Galena Manor and Fidelity Assignments

- Elementary students living on Lanewell and all streets south through Stedman
- Elementary students living in the 9700 or 9800 blocks of Stedman, Plummer, Signet, Garcroft, Masterson, Tuffy, Kerr Richcroft, Bucroft, Cargill, Fillmore, or Lanewell

Gerald D. Cobb 6th Grade Campus

Beginning at the intersection of Greens Bayou and the northern district boundary, east along the northern district boundary to Carpenters Bayou, south along Carpenters Bayou to the Houston Ship Channel, west along the Houston Ship Channel to Greens Bayou, north along Greens Bayou to point of beginning.

Galena Park Middle School

Beginning at Market and Holland, south along Holland to the PTRA railroad tracks, east along the PTRA railroad tracks to Hunting Bayou, southeast along Hunting Bayou to the Houston Ship Channel, southwest along the Houston Ship Channel to the western district boundary, north along the western boundary to Market, east along Market to the point of beginning. All middle school students living in Jacinto City west of Holland will attend Galena Park Middle School.

Galena Park Middle School - Galena Manor and Fidelity Assignments

- Middle school students living in the 300 or 400 blocks of Mascot, New Hampshire, Rhode Island, Connecticut, Gans, Armstrong, Pennsylvania, Delaware, Bolden, or DeHaven
- Middle school students living in the 2500 block of 2nd through 16th Streets
- Middle school students living in the 200-1500 blocks of Bank Drive
- Middle school students living in the 200-1500 blocks of Sage Drive

Middle School students living in the following developments will attend Galena Park Middle School:

- Apartments at 1307 1st St.
- Apartments at 1612 1st St.
- Apartments at 1405 2nd St.
- Apartments at 1306 3rd St.
- Apartments at 1301 7th St.
- Apartments at 1304 9th St.
- Apartments at 1803 15th St.
- Apartments at 10302 Flaxman St.
- Apartments at 801 Holland Ave.
- Apartments at 601 Keene St.
- Apartments at 404 Massachusetts St.
- Apartments at 504 N. Main St.
- Apartments at 508 N. Main St.
- Apartments at 701 N. Main St.
- Apartments at 705 N. Main St.
- Apartments at 302 Rhode Island St.
- Apartments at 10209 Wiggins St.
- Brooks Apartments, 1705 Avenue J
- Galena Apartments, 1801 Avenue K
- Holly B. Apartments, 11002 Lane St.
- Jacinto Arms Apartments, 10903 Wiggins St.
- Kemme Apartments, 1706 N. Main St.
- Kerbey Apartments, 1423 Kerbey St.
- Lancer Apartments, 1411 11th St.
- Oak Park Apartments, 1307 Clinton St.
- Shadow Lane, 10823 Lane St.
- Shadow Lane Apartments, 10821 Lane St.
- Shadow Lane Apartments, 10823 Lane St.
- Summerset Apartments, 1712 1st.
- Switzer Apartments, 10137 Lane St.

North Shore Middle School

Beginning at the intersection of Uvalde and the northern district boundary, east along the northern district boundary to Carpenters Bayou, south along Carpenters Bayou to the Houston Ship Channel, west along the Houston ship channel to Greens bayou, north along the west canal to Halifax, southeast along Halifax to Beresford, south along Beresford to the easement between Lousville and Indianapolis, east along the easement between Louisville and Indianapolis to Ironwood, south along Ironwood to the easement between Texarkana and Eagle Pass, east along easement between Texarkana and Eagle Pass to Freeport, north along Freeport to Woodforest, west along Woodforest to the canal between Connaught way and Audrey, northwest along canal to the easement between Audrey and Connaught way, northwest along easement to Uvalde, north along Uvalde to point of beginning.

- Advenir at Wynstone at 6464 E Sam Houston Pkwy N.
- Advenir at Stone Park at 6160 East Sam Houston Pkwy N.
- Estada Villa Apartments at 1114 Freeport St.
- Gentry Apartments at 13925 Alderson St.
- La Fayette Village Apartments at 4822 East Sam Houston Pkwy N.
- Oak Glen Apartments at 615 Freeport St.
- Panama Estates Apartments at 13931 Hillsboro St.
- Pino del Sol Apartments at 13919 Texarkana St.
- Spanish Villa Apartments at 14415 Alderson St.
- Domain New Forest Apartments at 6301 Pale Sage Dr.

W.C. Cunningham Middle School

Beginning at the intersection of Greens Bayou and the northern district boundary, east along the northern district boundary to Uvalde, south along Uvalde to the easement between an extension of Connaught Way and the North Shore Meadows apartments. Southeast along easement to the canal between Connaught Way and Audrey, south along

canal to Woodforest, east along Woodforest to Freeport, south along Freeport to the easement between Texarkana and Eagle Pass, west along easement to Ironwood, north along Ironwood to an extension of the easement between Louisville and Indianapolis, west along the easement between Louisville and Indianapolis to Beresford, north along Beresford to Halifax, northwest along Halifax to West Canal, southwest along West Canal to Greens Bayou, north along Greens Bayou to the point of beginning. 7th and 8th grade students living in the following locations will attend Cunningham Middle School:

Middle School students living in the following developments will attend Cunningham Middle School:

- Audrey Lane Town Homes, 379 - 391 Audrey Lane
- Buena Vista, Force St.
- Castillian Village Townhomes, 13464 Castilian
- Chateaux Normandie, 333 Normandy
- Oaks at Greenveiw, 794 Normandy
- Dover Pointe, 14445 Wallisville
- Forest Creek, 5915 Uvalde Rd.
- City Crossing, 12800/12603 Woodforest
- Hunters Creek, 5675 Purple Sage
- Lake Houston Pines, 5830 S. Lake Houston Pkwy
- Magnolia Creek, 799 Normandy
- Magnolia Estates, 101 Normandy
- Normandy Woods, 695 Normandy
- Northshore Meadows, 333 Uvalde
- Northshore Meadows, 305 Uvalde
- Bayou Palms, 13455 Woodforest
- Pines of Woodforest, 90 Uvalde
- Riverwalk, 450 Normandy
- Bellevue Riviera, 555 Normandy
- Tall Timbers, 13155 Woodforest
- The Woods Apartments, 6415 S. L. Houston Pkwy
- Thorntree, 13502 N. Thorntree
- Timber Run, 13000 Woodforest
- Timber Woods Condominiums, 13480 S. Thorntree
- Villa Sierra, 550 Normandy
- The Graham Apartments, 250 Uvalde
- Woodforest Condominiums, 12955 Woodforest
- Bella Vista Apartments, 14340 Wallisville Rd.

Woodland Acres Middle School

Beginning at Market and Greens Bayou, south along Greens Bayou to the Houston Ship Channel, west along the Houston Ship Channel to Industrial to Federal, south along Federal to the PTRA railroad tracks, west along the PTRA railroad tracks to Holland, north along Holland to Market, east along Market to point of beginning. All middle school students living in Jacinto City east of Holland will attend Woodland Acres Middle School.

Woodland Acres Middle School - Galena Manor and Fidelity Assignments

- Middle school students living in the 300 or 400 blocks of North Carolina, Owens, Cartersville, Clearwater, Calloway, Mississippi, Tennessee, Tite, or New Mexico
- Middle school students living in the 9700 or 9800 blocks of Yuma, Pelsey, Mimbrough, Racine, Nedwald, Veyblum, Turnbow, Bennett, Stedman, Plummer, Signet, Garcroft, Masterson, Tuffly, Kerr, Richcroft, Bucroft, Cargill, Fillmore, or Lanewell

Middle School students living in the following developments will attend Woodland Acres Middle School:

- Apartments at 330 Cartersville St.
- Apartments at 12310 Market Street Rd.
- Apartments at 411 Tennessee St.
- Jacinto Oaks Apartments 1807 Holland St.
- JustUs Apartments 1611 Holland St.
- Villa Capri 11111 Wiggins St.

Galena Park High School

Beginning at Greens Bayou and Market, southwest along Greens Bayou to the Houston Ship Channel, southwest along the Houston Ship Channel to the western district boundary, north along the western district boundary to Market, east on Market to point of beginning. An attendance option is available to all 11th and 12th grade students desiring to attend Galena Park High School for academic purposes (students not eligible to attend for athletic purposes.)

High School students living in apartments south of I-10 will attend Galena Park High School.

North Shore 9th Grade Center

Beginning at the intersection of Greens Bayou and the northern district boundary, east along the northern district boundary to Carpenters Bayou, south along Carpenters Bayou to the Houston Ship Channel, west along the Houston, Ship Channel to Greens Bayou, north along Greens Bayou to point of beginning.

9th grade students living in apartments north of I-10 will attend North Shore 9th Grade Center.

North Shore Senior High School 10th - 12th

Beginning at the intersection of Greens Bayou and the northern district boundary, east along the northern district boundary to Carpenters Bayou, south along Carpenters Bayou to the Houston Ship Channel, west along the Houston Ship Channel to Greens Bayou to the Houston Ship Channel, west along the Houston Ship Channel to Greens Bayou to point of beginning.

10th – 12th grade students living in apartments north of I-10 will attend North Shore Senior High School.

CTE ECHS

Students selected in the lottery to attend the Career and Technical Education Early College High School (CTE ECHS) must be residents of GPISD.

Students who select to attend ECHS will not be allowed to participate in UIL or extracurricular activities at GPHS or NSSH.

Designated Hazardous Traffic Conditions

Definition of Hazardous Conditions: A hazardous condition exists when no walkway is provided and children must walk along or across a freeway or expressway, an underpass or bridge, an uncontrolled major traffic artery, an industrial or commercial area or another comparable condition. Construction areas may be considered hazardous on an as needed basis.

For additional information reagarding Hazardous Traffic Conditions, please contact Lee Ramirez, Senior Director for Operations, 14705 Woodforest Blvd. Houston Texas 77015, 832-386-1000.

Hazardous Service Areas (under 2 miles): GPISD

Marwood – due to I-10 Frwy. and RR Crossing
- CLV

North Shore Woods – due to Beltway 8
- SAM
- NSMS

Sterling Green – due to Beltway 8
- NSE
- HAV
- NSMS
- NSSH

Blackrock Area – due to Wallisville Rd. and Woodforest Blvd.
- NS 9th
- NSSH

Beltway 8 (between Wallisville & Hwy 90) – due to Beltway 8
- SJW
- NSMS
- NSSH and NS 10th

New Forest area (across from NSSHS) – due to Wallisville Rd.
- SJW
- NSMS

Pine Trails – due to Wallisville Rd.
- TICE
- CMS
- NSSH and NS 10th

Woodforest & Woodforest North areas – due to Wallisville Rd.
- TICE
- CMS
- NS 9th
- NSSH

Riviera East (west of Normandy) – due to Normandy
- CMS
- NS 9th

Villa Sierra Apts. (west of Normandy) – due to Normandy
- NCE

Hidden Valley area (east side of Normandy) – due to Normandy
- NCE
- CMS

Normandy St. (east side of Normandy) – due to Normandy
- NCE

Woodforest area (south of Woodforest) – due to Woodforest
- GVE

Cloverleaf area (east of Uvalde) – due to Uvalde
- GVE
- CIM

Forest Creek Apts. (west of Uvalde) – due to Uvalde
- SJW
- COBB
- NSSH and NS 10th

Market St. (between Federal Rd. & Mae St.) – due to Federal Rd.
- PYB
- WAMS

Jacinto Oaks/Jacinto City – due to RR Crossings
- GPHS

Galena Manor & Fidelity – due to Clinton Dr. & RR Crossing
- GPE
- GPMS

Student Code of Conduct

The philosophy of the Galena Park Independent School District is to provide an instructional program designed for the individual needs and abilities of all students.

In order to realize these objectives, the Galena Park Independent School District has the responsibility of maintaining exemplary programs for its students. If this is to be accomplished, **the school environment must be free from disruptions and distractions that interfere with teaching and learning activities. Parent(s)/legal guardian, students, and school District personnel share the responsibility of providing and maintaining an environment conducive to teaching and learning.**

The Student Code of Conduct that follows is the District's specific response to requirements of Chapter 37 of the Texas Education Code. The law requires the District to define misconduct that may or must result in a range of specific disciplinary consequences. This code is an outgrowth of collaboration among District and campus staff, parent(s)/legal guardian(s), and other community members. This code, adopted by the Board of Trustees, provides information and direction to students and parent(s)/legal guardian regarding standards of behavior as well as consequences of misconduct and procedures for administering discipline.

The Student Code of Conduct is to assist students, parent(s)/legal guardian, teachers, and school administrators in identifying appropriate and inappropriate behaviors, and understanding the rights and responsibilities of each individual involved.

Student Responsibilities

The student has the responsibility to:

- Conduct himself/herself in a safe and responsible way;
- Seek help from school personnel when having school or personal problems;
- Demonstrate an attitude of respect toward individuals and their property;
- Use appropriate language when speaking to others;
- Be familiar with and obey school rules and regulations;
- Attend school, be punctual, and be prepared for class;
- Follow teacher's directions and stay on task during instruction;
- Be familiar with and meet the curriculum requirements of the state and District;
- Be familiar with and use District support services as needed, for example, guidance, counseling and testing;
- Cooperate with school staff in all matters;
- Maintain an appearance and grooming conducive to learning;
- Report bullying, harassment, dating violence, and sexual violence to a teacher, counselor or administrator;
- Adhere to the requirements of the Student Code of Conduct.

Parent(s)/Legal Guardian Responsibilities

The parent or legal guardian has the responsibility to:

- Establish and maintain a positive attitude toward education;
- Participate in identifying and responding to school related concerns;
- Ensure that the child's general grooming and appearance is conducive to learning;
- Demonstrate an attitude of respect toward others and their property;
- Keep child from school when he/she is ill;
- Have a conference with the teacher within five days of a report of lack of progress or a significant change in the student's achievement or behavior;
- Provide an undisturbed area in the home for the student to use for study;
- Maintain current home, work, and emergency information in the school records;
- Send the student to school on each scheduled day and on time;
- Report each unavoidable absence or tardy to the school;
- Communicate with the school staff regarding conditions which affect the child;
- Provide the child's physical needs;
- Ensure the child's attendance at required tutorials;
- Be responsible for negligent, willful, or malicious conduct of the child;
- Be knowledgeable of state, District, and school policies, regulations, and requirements;
- Participate in parent-school organizations;
- Report bullying, harassment, dating violence, and sexual violence to a teacher, counselor or administrator using a district form;
- Notify the school if special circumstances exist including but not limited to homeless, active military parent/guardian, CPS, etc.
- Request tutoring as needed.

Teacher Responsibilities

The teacher has the responsibility to:

- Provide classroom guidelines, regulations, and expectations for students as appropriate for the grade level;
- Prepare and implement lesson plans and learning activities for students;
- Relate to students;
- Maintain an orderly classroom;
- Offer positive suggestions for improvement in behavior;
- Be familiar with and refer students for support services as needed;
- Be patient, fair, and consistent in disciplining students;
- Serve as a behavioral role model for students;
- Notify parents of the student's progress and of significant changes in achievement or behavior;
- Participate in identifying and resolving school related concerns;
- Maintain regular attendance, be punctual, and be prepared to teach;
- Demonstrate an attitude of respect for others and their

property;
- Be familiar with and adhere to state, District, and school policies, regulations, and requirements;
- File a written report to the school administration when a student violates the Student Code of Conduct;
- Notify a counselor or administrator of any suspected case of bullying, harassment, dating violence, and sexual violence;
- Report any case of suspected abuse to Child Protective Services (CPS).
- Follow curriculum;
- Provide interventions to students as needed;
- Assign tutoring for students as needed.

Administrator Responsibilities

The administrator has the responsibility to:

- Relate to and communicate with students, parents and staff;
- Protect the rights and property of others;
- Establish guidelines for student discipline;
- Offer positive suggestions for improvement in behavior;
- Manage the solution of school related conflicts;
- Plan and provide for the safety and welfare of the school staff and students;
- Notify parents in a timely manner of student progress and significant changes in achievement and behavior;
- Maintain a positive school climate with opportunities for students, parents, and staff to interact regarding school related concerns;
- Plan a flexible curriculum to meet the needs of all students;
- Promote a cooperative working relationship among students, staff, and parents;
- Be familiar with and adhere to all state, District, and school laws, policies, and regulations;
- Notify parents regarding student violation(s) of the Student Code of Conduct;
- Investigate reports of bullying, harassment, dating violence, and sexual violence;
- Report any case of suspected abuse to Child Protective Services (CPS);
- Report crimes as required by law and call local law enforcement when an administrator suspects that a crime has been committed on campus.
- Facilitate ARD meetings with the assistance from the campus special education team.

SECURE, LOCKDOWN, EVACUATE, SHELTER, AND HOLD PROCEDURES

In the event of an emergency, Galena Park ISD has Emergency Operations Procedures in place to keep your children safe. The most important thing to remember is to REMAIN CALM. Should we encounter a situation requiring the following procedures, listen to the local radio and television stations. You can also find information on our web site at www.galenaparkisd.com. Emergency procedures are defined below.

Secure is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS:

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students

Hold is called when the hallways need to be kept clear, even during class changes.

STUDENTS:

- Remain in your classroom
- Do business as usual

TEACHERS:

- Recover students and staff from hallways
- Close and lock classroom door
- Take roll, account for students

REUNIFICATION/CHILD PICKUP

- Based on reports from emergency personnel, the danger or threat has passed and the area is safe for children and parents. The District/school will identify the locations, time, and check out process for parents to pick up children.

VIOLATIONS

- There could be legal ramifications if an individual violates the SECURE, LOCKDOWN, EVACUATE, SHELTER, AND HOLD procedures.

  CRIMINAL TRESPASSING - Texas Penal Code section 30.05
  DISRUPTION - Texas Education Code section 31.123
  CLASS B MISDEMEANORS

DISTRICT HOTLINE

- All calls will remain anonymous. (832) 386-1550

Galena Park Independent School District
Title I Parent and Family Engagement Policy (PFE)

It is the goal of the schools in Galena Park Independent School District to develop strong partnerships with parents and other family members of our students. Parents, other family members, and schools, working in an equal and respectful partnership, will increase student achievement and develop positive attitudes about self and school, which will enable our students' development from early childhood into college, a career, or the military. Galena Park ISD is committed to providing outreach to all parents and family members, that encourages meaningful involvement in their child(ren)'s education and social-emotional development. We accomplish this partly through our participation in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we are committed to meeting the expectations laid out for us by the Texas Education Agency and the United States Department of Education.

The key factor in the family-school partnership is the relationship among the teacher, student, and parent/family members. Teachers are professionals who manage a variety of instructional resources. Parents/family members are the child's first teachers and play a vital role in their children's education. Organizational support from the school board, district administrators, parent facilitators, counselors, social services workers, and building principals enable teachers and parent/family members to effectively develop the partnerships. Students are the true beneficiaries of a close family-school partnership.

The partnership between home and school will be supported by:

1. Developing a process that continuously assesses, plans and implements strategies that build the partnership.

    a) A district-wide committee of parents, teachers and administrators will review the annual school evaluations of the content and effectiveness of parent and family involvement activities in increasing participation of parent/family members and whether there are barriers to greater participation. The evaluation will be conducted through a written/electronic survey in English and Spanish each year. The committee will use the results of the survey to offer revision suggestions for the district parent and family engagement policy if necessary.

    b) A parent and family engagement coordinator will assist parent facilitators on each campus with the parent and family engagement efforts by providing technical assistance and other support necessary to assist schools in planning and implementing effective programs. The parent and family engagement facilitator will work in collaboration with his/her site-based decision-making committees, other school staff, parents, other family members and community resources.

    c) The parent facilitators, counselors and social services workers, PTA representatives, faculty, and staff on each campus will provide direct services to families to reduce barriers to student learning. The services include parenting education, counseling, referrals, advocacy, and relationship building to encourage positive attitudes toward education and to promote the concept of parents/parent figures as the child's first teacher, and to promote a meaningful, two-way communication between the home and the school.

2. Developing Home-School Compacts to strengthen communication between home and school.

    a) The home-school compacts are to be developed jointly with students and parents.
    b) The compacts are to be reviewed and revised on an annual basis to meet the changing needs of students, parents and the schools.

3. Developing opportunities for the full participation of all parents and family members including those who lack language skills, those who are disabled, or those who are economically

disadvantaged.

4. Distribute this Parent and Family Engagement Policy to parents and the community by:

   a) posting it to our district website and keeping it up-to-date.
   b) sending a printed copy home with every student.
   c) distributing printed copies at all the schools' annual meetings.

5. Provide the qualifications of a child's teacher when this information is requested by the child's parent.

6. Provide staff development to teachers, specialized instructional support personnel, principals, and other school leaders that addresses:

   a) The value and utility of contributions of parents/families,
   b) how to reach out to communicate with parents as equal partners,
   c) implement and coordinate parent programs,
   d) build ties between parents and the school, and
   e) include input from parents in developing the staff development piece.

7. Conduct an annual evaluation that will:

   a) identify barriers to greater participation by different groups,
   b) identify strategies to support successful school and family interactions,
   c) be used to design effective strategies for more effective parent and family engagement, and
   d) be used to revise, as necessary, the district PFE policy.

8. Schedule trainings and meetings for parents.

Options and Requirements For Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education

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

At any time, a parent is entitled to request an evaluation verbally or in writing for special education services. The District must respond within 15 school days as to whether the requested evaluation will be completed. However, a verbal request does not require the District to respond within 15 school days. If an evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The District must complete the evaluation and the report within 45 school days of the date that the District receives the written consent. The District must give a copy of the report to the parent, and an Admission, Review, and Dismissal/Individualized Education Program (ARD/IEP) meeting must be held within 30 calendar days from the date of the report.

If the District determines that the evaluation is not needed, the District will provide the parent with written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his/her rights if he/she disagrees with the District. The District is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process.*

The designated persons to contact regarding options for a child experiencing learning difficulties or a referral evaluation for special education are:

Andrea Sellers
Director for Special Education Assessment and Compliance
Phone Number: 832-386-1000

Chad Perry
Senior Director for Special Education
Phone Number: 832-386-1000

Notice of Parent and Student Rights:
Bullying, Harassment, Dating Violence, and Sexual Violence

The Galena Park Independent School District (GPISD) is committed to providing a learning environment for all students that enhances personal safety and promotes respect, dignity and equality among students. High standards are expected for both academic achievement and for behavior.

GPISD strives to ensure that all of its students and employees are free from bullying, which includes cyberbullying, harassment, dating violence, and sexual violence. These situations are to be taken very seriously by students, faculty, staff, administration, and parents/guardians. GPISD will make every effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough, and just manner. Every effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Bullying means engaging in written or verbal expression, expression through electronic means or physical contact that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District 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 or harm to the student's person or of damage to the student's property or
- is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

Harassment means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.

Sexual harassment is conduct that is severe, pervasive, and objectively offensive in such a manner that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. It is a form of harassment that includes touching someone in ways that are not wanted, sexual jokes, pressuring someone to have sex, threats or intimidation from a dating partner, or any other form of harassment of a sexual nature that would make a reasonable person uncomfortable.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship. Dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power and control.

Sexual violence is defined as sexual assault, sexual abuse, or sexual stalking of a minor child or teenager, including sexual violence committed by perpetrators who are strangers to the victim and by perpetrators who are known or related by blood or marriage to the victim. These definitions include behavior that is not limited to incest, molestation, child abuse, stranger rape, and non-stranger rape.

Students who believe they have been harassed, bullied, or otherwise victimized by fellow students or GPISD employees are encouraged to promptly report such incidents to the campus principal or other campus professional. To the greatest extent possible, complaints shall be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A student or parent/guardian who has a complaint alleging bullying, harassment, dating violence, or sexual violence may request a conference with the principal or the principal's designee. If the student or parent/guardian is not satisfied with the response from the campus staff, they may request a conference with the GPISD's Title IX Coordinator.

Complaints will be documented and investigated in accordance with GPISD policy and guidelines. Any staff member who observes an incident that involves physical or sexual assault or threats will report the incident immediately to the principal. Any staff member who learns of an incident or threat may submit a Complaint Form on behalf of the victim.

Campus Complaint Procedure:

1. Students and staff members will complete a Complaint Form available in the school's main office or online.
2. The Complaint Form will be submitted to the principal or designee immediately.
3. The principal or designee will investigate complaints by meeting separately with each student involved in the situation.
4. The principal or designees will conference with the victim and parent/guardian to discuss safety and community resources.
5. The principal or designee will conference with the alleged perpetrator and parent/guardian to discuss appropriate behaviors and consequences.

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

Galena Park Independent School District
14705 Woodforest Blvd., Houston, TX 77015

Kae Walker
Director of Athletics

August, 2026

Dear Galena Park ISD Parents and Students,

As a part of a larger commitment to excellence and education, Galena Park ISD is committed to excellence in all of our athletic programs. Participation in athletics encourages the development of positive character traits, which contributes to students' personal growth and success in life. These traits include the drive to take one's talents to the highest level of performance, embracing the discipline needed to reach high standards, learning to work with others as a team in pursuit of a common goal and adherence to codes of fairness and respect.

We are committed to the physical and emotional well-being of student athletes and to the social development of the whole child. We recognize that great demands are placed on students who participate in athletics. However, Galena Park ISD athletes are expected to adhere to a level of conduct that brings credit to themselves, their school, and the community.

Galena Park ISD is a member in good standing with the University Interscholastic League (U.I.L.). As such, there are rules and regulations to which our athletic programs are required to adhere. These rules also include our spectators.

Athletics plays an important role in creating a sense of community. However, there have been occasions where less than desirable situations have taken place, which did not reflect well on our fans or our district. There were incidents of negative/derogatory/threatening remarks made toward officials, coaches, students, players and opponents. There were instances involving the use of profanity and vulgarity.

Please do not be the person in the stands who detracts from the teachings of fairness and respect for our athletes. **We expect to fill our stands only with fans who support our students and coaches and contribute to the positive environment they deserve. Please be aware that anyone who violates the UIL sportsmanship regulations will be immediately removed from the event and may be banned from future attendance for up to one year.**

We appreciate your support of our student athletes and coaching staff. Please know it is up to each of us to model high expectations for our youth, especially as we prepare them to one day be the leaders of our community.

If you have any questions, feel free to call me at 832-386-4330. Again, thank you for your continued support and cooperation.

Sincerely,

Kae Walker

Kae Walker
Director of Athletics

Galena Park Independent School District
14705 Woodforest Blvd., Houston, TX 77015

TRUANCY NOTICE

Student success holds the highest priority for Galena Park ISD. School attendance is critical for student success. Galena Park ISD's truancy program is designed to increase school attendance, which, in turn, can help students succeed in school and life.

This letter is to inform you of the law regarding failure to attend school. It is important that all parents and guardians are aware of the consequences of excused and unexcused absences from school.

The Texas Education Code §25.095 requires the school district to notify a student's parents or guardians in writing, at the beginning of the school year, that if the student is absent from school for 10 or more days or parts of days within a six-month period in the same school year:

(1) the student's parent is subject to prosecution under Section 25.093; and
(2) the student is subject to referral to a truancy court for truant conduct under Section 65.003(a), Family Code.

The school district shall notify a student's parent if the student has been absent from school, without excuse under Section 25.087, for three days or parts of days within a four-week period. The notice will:

(1) inform the parent:
  (A) it is the parent's duty to monitor the student's school attendance and require the student to attend school; and
  (B) the student is subject to truancy prevention measures under Section 25.0915; and
(2) request a conference between school officials and the parent to discuss the absences.

The fact that a parent did not receive a notice, by law, does not create a defense under Section 25.093 or under Section 65.003(a), Family Code.

Galena Park ISD continually strives for student success. You can help your student by encouraging them to attend school on time daily. Best wishes for a successful school year.

COMPLAINT RESOLUTION PROCESS
Galena Park Independent School District

1. Informal Process

Step A. Parent discusses with teacher (if applicable)

Complaint is resolved – **Stop**

Complaint is not resolved; move to **Step B**

Step B. Parent discusses with Assistant Principal (if applicable)

Complaint is resolved – **Stop**

Complaint is not resolved; move to **Step C**

Step C. Parent discusses with Principal

- At this Step, Principal explains to Parent both the “Formal” and “Informal” resolution process
- If Parent chooses to continue the “Informal Process”, continue as explained below
- If Parent chooses to make a formal complaint, follow the “Formal Process”

Complaint is resolved – **Stop**

Complaint is not resolved; move to **Step D**

Step D. If parent calls Central Office Switchboard, parent is immediately referred to the appropriate staff member:
Executive Director for Elementary School Administration - **Dr. Jaime Rocha**
Executive Director for Secondary School Administration - **Dr. Christopher Eckford**

Complaint is resolved – **Stop**

Complaint is not resolved; Parent begins “Formal Process” by completing a Level One Complaint form with Principal

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COMPLAINT RESOLUTION PROCESS
Galena Park Independent School District

1. Formal Process

Step A. Parent discusses with teacher (if applicable)

Complaint is resolved – **Stop**

Complaint is not resolved; move to **Step B**

Step B. Parent discusses with Assistant Principal (if applicable)

Complaint is resolved – **Stop**

Complaint is not resolved; move to **Step C**

Step C. Parent discusses with Principal

- At this Step, Principal explains to Parent both the "Formal" and "Informal" resolution process
- If Parent chooses the "Informal Process", and **no formal complaint has been submitted (i.e. letter, complaint form)**, Principal will follow steps for "Informal Process"

Complaint is resolved – **Stop**

Complaint is not resolved; move to **Step D**

Step D. If Parent chooses to make a formal complaint, parent contacts **Jerid Link, Assistant Superintendent for Human Resource Services**

Complaint is resolved – **Stop**

Complaint is not resolved; move to **Step E**

Step E. **Level II Complaint; Parent contacts Jerid Link, Assistant Superintendent for Human Resource Services**

Complaint is resolved – **Stop**

Complaint is not resolved; move to **Step F**

Step F. **Level III Proceeding; Contact Jerid Link for more information**

Use of Personal Communication Devices

Galena Park ISD believes technology is a powerful tool that enhances learning and enables students to access a vast amount of academic resources. Students using personal communication devices must follow the guidelines stated in this document while on school property, attending any school-sponsored activity, or using the Galena Park ISD network.

In accordance with HB 1481, Galena Park ISD prohibits the use of Personal Communication Devices (PCDs) during the school day. A Personal Communication Device is defined as a telephone, cell phone such as a smartphone, or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommuniction or digital communication. Students are allowed to use PCDs outside of the normal school day as determined by the school, classroom teacher, or event.

Guidelines:

- In order to utilize Galena Park ISD's wireless Internet access with a PCD, students and a parent or legal guardian must review and sign the Acceptable Use Policy agreement form. The Acceptable Use Policy agreement will be considered a legally binding agreement.
- Galena Park ISD provides filtered internet access and a wireless SSID for personal devices. Users are required to use GPISD filtered guest wireless network when accessing the Internet.
- The student is fully responsible, at all times, for the personally owned device brought to school. Galena Park ISD is not liable for any loss, damage, or theft of a personally owned device.
- The student is responsible for the condition of the device brought to school, including updates, antivirus software, and repair.
- Personal devices should be charged and recharged outside of school, unless specific permission is granted.
- No device, personal or otherwise, may be used to record, store, or transmit any type of image, sound, or video from Galena Park ISD, except for approved projects with the express permission of the teacher and all parties involved.
- If reasonable belief exists that the student has violated the terms of this agreement, or other school policy, the student's device may be inspected and/or confiscated. Subsequent or additional disciplinary action involving misuse of technology may extend to loss of technology privileges or further action as determined by Galena Park ISD

Security:

- A student who gains access to any inappropriate or harmful material is expected to discontinue the access and to report the incident to the supervising staff member.
- Any student identified as a security risk or as having violated the Acceptable Use Policy may be denied access to the District's system. Other consequences may also be assigned.

Use of Personal Communication Devices

- A student who knowingly brings prohibited materials into the school's electronic environment will be subject to suspension of access and/or revocation of privileges on the District's system and will be subject to disciplinary action.

Subject to Monitoring:

- All District computer/network/Internet usage shall not be considered confidential and is subject to monitoring by designated staff at any time to ensure appropriate use.
- All electronic files transmitted through or stored in the computer system will be treated no differently than any other electronic file.
- The District reserves the right to access, review, copy, modify, delete or disclose such files for any purpose.
- Students should treat the computer system like a shared or common file system with the expectation that electronic files, sent, received or stored anywhere in the computer system, will be available for review by any authorized representative of the District for any purpose.
- Personal Communication Devices are subject to examination in accordance with disciplinary guidelines if there is reason to believe that the Acceptable Use Policy has been violated.

Inappropriate Use:

- Inappropriate use includes, but is not limited to:
    - use that violates the law
    - violations stated in this document
    - use that hampers the integrity or security of the computer/network/Internet system or any components that are connected to it
    - accessing another network user account
    - utilizing proxy and VPN services and/or apps

  The above actions are considered inappropriate uses, are prohibited, and will result in revocation of the student's access to the computer/network/Internet.
- Violations of Law. Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to:
    - threatening, harassing, defamatory or obscene material;
    - copyrighted material;
    - plagiarized material;
    - material protected by trade secret; or
    - blog posts, Web posts, or discussion forum/replies posted to the Internet which violate federal or state law.

STUDENT AGREEMENT FOR ACCEPTABLE USE OF THE ELECTRONIC COMMUNICATIONS SYSTEM

You are being given access to Galena Park ISD's Technology Resources. GPISD's goal in providing this service is to promote educational excellence by facilitating and providing communications for resource sharing, collaborative work, databases, software, and access to other online resources. Access to Internet resources also brings the possibility of encountering material that may not be considered appropriate in an educational setting. The District has taken available precautions, including but not limited to enforcing the use of filters that block access to inappropriate or non-educational sites. However, on a global network, it is impossible to control all material and an industrious user may obtain access to inappropriate information or material. The District firmly believes that the value of the information and interaction available on the Internet far outweighs the possibility that students and employees may procure material which is not consistent with our educational goals.

It is all staff members' responsibility to educate students about appropriate online behavior, including interactions with other individuals on social networking sites/chat rooms, and cyberbullying awareness and response. In addition to the district-provided Internet Safety curriculum, teachers may conduct yearly short training sessions, one-on-one education with individual students, and/or via educational handouts. It is also the responsibility of all staff members to monitor students' online activity for appropriate behavior.

The successful operation of the network relies upon the proper conduct of the users who must adhere to strict guidelines. The following rules of acceptable use are provided so that users are aware of the ethical and legal responsibilities associated with the use of network resources.

Policy of Acceptable Use:

A. General Use:

- Access to the District's electronic communication system is a privilege, not a right. Failure to comply with applicable regulations may result in suspension or termination of privileges and other disciplinary action consistent with District policies.
- Students shall keep their passwords confidential.
- Students may not use another individual's account credentials. Unauthorized access including "hacking" and other unlawful activities is prohibited.
- Students are prohibited from changing any computer settings and/or configurations.
- Students may not install any software, including but not limited to commercial software, shareware, freeware, original software and/or utilities onto school computers or networks.
- Personal Communication Devices are allowed outside the normal school day and can only be connected to the Internet through the district provided Guest wireless network. Connectivity to the district network through a physical connection or secure wireless connection (using district login) is prohibited.
- ALL Acceptable Use Policy regulations apply to ANY devices utilized in GPISD facilities, including Personal Communication Devices.
- Personal access points, hot spots, utilizing proxy and VPN services and/or apps is prohibited or other connecting devices that provide access to the Internet via a connection not provided by the technology department is strictly prohibited.

B. Internet/Electronic Communications Use:

- Access to the Internet is made available to students exclusively for instructional purposes and in accordance with administrative regulations. Students are to visit only Internet sites, which are appropriate for students and support District learning objectives.
- GPISD electronic communications are not private. Network administrators will review electronic communications and logs of Internet sites visited to verify appropriate use.

C. Computer Ethics:

- Students must abide by copyright laws and Internet Safety Guidelines.
- Students are not allowed to access, copy or transmit materials that are copyrighted, threatening, obscene or protected by trade secrets.
- Product advertisement or lobbying is prohibited.
- Any malicious attempt to harm, modify, or destroy District equipment or materials, data of another user, or any other networks that are connected to the Internet is prohibited and will be viewed as a violation of District Policy.
- Cyberbullying, using profanity and vulgarities or any other inappropriate behavior will not be tolerated.
- Students will not give home address, location of school, phone number or any personal information to anyone via the Internet.

D. Consequences

- Violation of any of the policies described above may result in disciplinary actions which could include:
  Loss of network privileges, detention, suspension, placement at Center For Success, expulsion, criminal charges, financial responsibility for all costs associated with system restoration including labor, hardware or software repair/replacement, and restoring the integrity of data.

E. Disclaimer of Liability

- The District shall not be liable for users' inappropriate use of electronic communications resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The District shall not be responsible for ensuring the accuracy or usability of any information found on the Internet.

Galena Park ISD Campus Behavior Coordinators

Cimarron Elementary		
Contact	**E-Mail**	**Phone Number**
LaKeisha Sanderson	lsanderson@galenaparkisd.com	832-386-3250

Cloverleaf Elementary		
Contact	**E-Mail**	**Phone Number**
Ashleigh Colbert	acolbert@galenaparkisd.com	832-386-3200

Galena Park Elementary		
Contact	**E-Mail**	**Phone Number**
Sandra Cardenas	scardenas@galenaparkisd.com	832-386-1684

Green Valley Elementary		
Contact	**E-Mail**	**Phone Number**
Raymar Da Motta	rdamotta@galenaparkisd.com	832-386-4417

Havard Elementary		
Contact	**E-Mail**	**Phone Number**
Karen Bernal	kbernal@galenaparkisd.com	832-386-3710

Jacinto City Elementary		
Contact	**E-Mail**	**Phone Number**
Cecilia Meza	cmeza@galenaparkisd.com	832-386-4600

MacArthur Elementary		
Contact	**E-Mail**	**Phone Number**
Kimberly Wells	kwells@galenaparkisd.com	832-386-4636

Normandy Crossing Elementary		
Contact	**E-Mail**	**Phone Number**
Cristina Vasquez	cvasquez@galenaparkisd.com	832-386-1608

Galena Park ISD Campus Behavior Coordinators

North Shore Elementary		
Contact	**E-Mail**	**Phone Number**
Sara Deniz	sdeniz@galenaparkisd.com	832-386-4668

Purple Sage Elementary		
Contact	**E-Mail**	**Phone Number**
Dianna Ramirez	dramirez@galenaparkisd.com	832-386-3100

Pyburn Elementary		
Contact	**E-Mail**	**Phone Number**
Angelica Cuellar	acuellar@galenaparkisd.com	832-386-3150

Sam Houston Elementary		
Contact	**E-Mail**	**Phone Number**
Veronica Tovar	vtovar@galenaparkisd.com	832-386-4440

Tice Elementary		
Contact	**E-Mail**	**Phone Number**
Jacob Cerda	jcerda@galenaparkisd.com	832-386-4050

Williamson Elementary		
Contact	**E-Mail**	**Phone Number**
Patrick Piazze-McMahon	ppiazzemcmahon@galenaparkisd.com	832-386-4006

Woodland Acres Elementary		
Contact	**E-Mail**	**Phone Number**
Alaide Zavala	azavala@galenaparkisd.com	832-386-2220

Galena Park ISD Campus Behavior Coordinators

Cobb Sixth Grade Campus		
Contact	**E-Mail**	**Phone Number**
Evelyn Flores	evflores@galenaparkisd.com	832-386-2100

Cunningham Middle School		
Contact	**E-Mail**	**Phone Number**
Dr. Nicole Newsome	nnewsome@galenaparkisd.com	832-386-4470

Galena Park Middle School		
Contact	**E-Mail**	**Phone Number**
Raul Gutierrez	rgutierrez@galenaparkisd.com	832-386-1700

North Shore Middle School		
Contact	**E-Mail**	**Phone Number**
Terika Stewart	tstewart2@galenaparkisd.com	832-386-2600

Woodland Acres Middle School		
Contact	**E-Mail**	**Phone Number**
Cortney Pichon	copichon@galenaparkisd.com	832-386-4707

Galena Park ISD Campus Behavior Coordinators

North Shore Ninth Grade Campus		
Contact	**E-Mail**	**Phone Number**
Chris Johnson	cdjohnson@galenaparkisd.com	832-386-3411

North Shore Tenth Grade Center		
Contact	**E-Mail**	**Phone Number**
Ayanna Harris	ayharris@galenaparkisd.com	832-386-4880

Early College High School		
Contact	**E-Mail**	**Phone Number**
Dr. Ashley Sherrard	asherrard@galenaparkisd.com	832-386-2280

Galena Park High School		
Contact	**E-Mail**	**Phone Number**
Christopher Castillo	ccastillo@galenaparkisd.com	832-386-2822

North Shore Senior High School		
Contact	**E-Mail**	**Phone Number**
Dayne Robins	drobins@galenaparkisd.com	832-386-4791

Zotz Education Center		
Contact	**E-Mail**	**Phone Number**
Kresha Lane	krlane@galenaparkisd.com	832-386-3637

Legacy Clinic Form

Date: _____ Chart #_____

School Based Health Care

(281) 628 2050

School Name: _____ **Grade:** _____ **Current student:** ☐ **Sibling of current student:** ☐

Staff child: ☐

STUDENT INFORMTION					
Student Name : *First:* *Last:*				Date of Birth:	
Street:				Apt number:	
City:				Zip code:	
Gender: Male: ☐ Female: ☐				Is the student homeless? Yes: ☐ No: ☐	
Race: White: ☐ Black/African American: ☐ American Indian/Alaskan Native: ☐ Asian: ☐ Pacific Islander: ☐ Other: ☐ I do not wish to report: ☐					
Ethnicity: Hispanic: ☐ Non-Hispanic : ☐					
Is the student currently a patient of Legacy Community Health (Legacy)? Yes: ☐ No: ☐					
PARENT INFORMAITON					
1.Parent/Guardian Name:	Date of Birth:	Phone:	Phone – Alternate:	Relationship to student:	
2.Parent/Guardian Name:	Date of Birth:	Phone:	Phone – Alternate:	Relationship to student:	
Emergency Contact Name:		Phone:	Phone- Alternate:	Relationship to Student:	
Parent/ Guardian email:					
INSURANCE					
Does the student have insurance? Yes: ☐ No: ☐		Type of insurance: Medicaid: ☐ CHIP: ☐ Private: ☐			
If student is uninsured, you may contact Legacy staff to connect you with Legacy's eligibility department to receive assistance for insurance enrollment and/or determining if you qualify for sliding scale fees.		Name of insurance plan:			
		Insurance ID #:		PO Box Address:	

Greater Houston Health Connect (a Health Information Exchange ("HIE")): I understand that Legacy, along with other participating providers, participates in this HIE, which permits Legacy to access available electronic health information related to me. By my signature, I agree to opt-in so that my health information may be shared with HIE participating providers. This authorization remains in effect unless and until I revoke it and my revocation will be effective within three (3) days. If I do not wish to have my information shared by the HIE, by indicating here _____, I indicate that I am opting out of participating. Additional information about the HIE is available on its website at: www.ghhconnect.org.

Legacy Clinic Form

Student name: _____ **Date of Birth:** _____ **School:** _____

CONSENT FOR MEDICAL SERVICES

-I am the custodial parent or legal guardian of the minor child named above. I understand that I am not required to attend my child's ***medical*** appointment, but I may, if I choose to do so. I authorize Legacy's nurse practitioner and/or physician to treat my child in my absence and if necessary, an authorized adult may accompany my child to receive medical services. The authorized adult may be a medical assistant, a school nurse, the school principal, a school administrative employee, or an adult named by one of them.

-I understand that I must be present for the initial **therapy** appointment and for each **Psychiatry** appointment.

-I authorize and consent to my child receiving services from Legacy and its affiliated providers. Services may include, but are not limited to:

- Any mandated school health services requested from Legacy.
- Comprehensive physical examination (complete medical examination) including those for school, sports, working papers, and new school admissions.
- Medically prescribed laboratory tests.
- Medical care and treatment, including diagnosis of acute and chronic illness and disease, and dispensing and prescribing of medications.
- Behavioral health services including counseling, therapy, evaluation, diagnosis, treatment and referrals.
- Health education and counseling for the prevention of risk-taking behaviors such as: drug, alcohol, and smoking abuse, as well as education on pregnancy prevention, sexually transmitted infections, and HIV, as age appropriate.
- A child in Texas (defined in the Texas Family Code as less than 18 years of age) can consent for the treatment of a reportable infectious, contagious, or communicable disease (for example only and not limited to: HIV/AIDS, other sexually transmitted diseases, tuberculosis and hepatitis); for treatment related to a pregnancy (other than abortion) and, if the child is a self-pay or Medicaid patient, for prescription contraception/birth control.
- I understand that Legacy is required by state law to report information to the City of Houston Department of Health & Human Services when persons test positive for certain diseases (known as "reportable diseases") including, but not limited to, tuberculosis, HIV/AIDS, and syphilis.

Parent/Guardian Signature: _____ **Date:**_____

DISCLOSURES, RELEASES & AUTHORIZATIONS

- A clinical summary is provided to me following most visits. This summary may be in the form of a letter placed in my child's backpack or delivered through the mail, and/or through a phone call. I understand that some limited information, such as immunization history, may be provided by Legacy to the school and/or local or state health department(s).

- I authorize and direct Legacy to bill on my or my child's behalf and collect payment from any insurance or third party payer that covers the services provided to my child. I understand I may receive a bill for any applicable co-payment or co-insurance amounts. If additional treatment is advised by Legacy providers, a referral will be provided to me at the address and/or phone number of record on this application form.

- Electronic Prescriptions (E-Rx) are computer-generated prescriptions created by your provider and sent directly to your pharmacy. Legacy participates in E-prescribing because we care about your health and well-being and E-prescribing has multiple benefits. By consenting, Legacy can also access a history of my current and past prescriptions.

- I agree to the terms and information above. I am giving this consent of my own free will. I have had the opportunity to ask any questions and have had them answered in a language that I understand. I further agree to abide by the terms of this consent. I understand that this document remains in effect until I revoke my consent in writing. I also understand that I am free to revoke my consent at any time.

- I acknowledge receiving information regarding Legacy's notice of privacy practices and understand it is available online at www.legacycommunityhealth.org.

Parent/Guardian Signature:_____ **Date:**_____

Campuses

Administration Building	832-386-1000
14705 Woodforest • Houston 77015	
Cimarron Elementary	832-386-3240
816 Cimarron • Houston 77015	
Cloverleaf Elementary	832-386-3200
1035 Frankie • Houston 77015	
Galena Park Elementary	832-386-1670
401 N. Main • Galena Park 77547	
Green Valley Elementary	832-386-4390
13350 Woodforest • Houston 77015	
Havard Elementary	832-386-3710
15150 Wallisville • Houston 77049	
Jacinto City Elementary	832-386-4600
10910 Wiggins • Houston 77029	
MacArthur Elementary	832-386-4630
1801 N. Main • Galena Park 77547	
Normandy Crossing Elementary	832-386-1600
12500 Normandy Crossing • Houston 77015	
North Shore Elementary	832-386-4660
14310 Duncannon • Houston 77015	
Purple Sage Elementary	832-386-3100
6500 Purple Sage • Houston 77049	
Pyburn Elementary	832-386-3150
12302 Coulson • Houston 77015	
Sam Houston Elementary	832-386-4430
4101 E Sam Houston Pkwy N • Houston 77015	
Tice Elementary	832-386-4050
14120 Wallisville • Houston 77049	
Williamson Elementary	832-386-4000
6720 New Forest Parkway • Houston 77049	
Woodland Acres Elementary	832-386-2220
12936 Sarahs Lane • Houston 77015	
Cobb Sixth Grade Campus	832-386-2100
6722 Uvalde • Houston 77049	
Cunningham Middle School	832-386-4470
14110 Wallisville • Houston 77049	
Galena Park Middle School	832-386-1700
400 Keene • Galena Park 77547	
North Shore Middle School	832-386-2600
120 Castlegory • Houston 77015	
Woodland Acres Middle School	832-386-4700
12947 Myrtle Lane • Houston 77015	
CTE Early College High School	832-386-2280
5800 Uvalde Bldg #7 • Houston 77049	
Galena Park High School	832-386-2800
1000 Keene • Galena Park 77547	
North Shore Senior High Ninth Grade Center	832-386-3400
13501 Holly Park • Houston 77015	
North Shore Senior High 10th Grade Center	832-386-4880
353 Castlegory Bldg #3 • Houston 77049	
North Shore Senior High School	832-386-4100
353 Castlegory • Houston 77049	
Zotz Education Center	832-386-3637
13801 Holly Park • Houston 77015	
Becker Early Childhood Center	832-386-2000
1908 2nd Street • Galena Park 77547	
GPISD Childcare Center - North	832-386-2090
325 Barbara Mae • Houston 77015	
GPISD Childcare Center - South	832-386-3760
1906 2nd Street • Galena Park 77547	

Galena Park ISD Board of Trustees

Linda Clark Sherrard - President
Jose Jimenez - Vice President
Amanda Erebia - Secretary
Ramon Garza - Trustee
Adrian Stephens - Trustee
Noe Esparza - Trustee
Norma Hernandez - Trustee

Administrative Cabinet

Dr. John Moore
Superintendent of Schools

Dr. Wanna Giacona
Chief Administrative Officer

Ben Pape
Chief Financial Officer

Dr. Mechelle Epps
Assistant Superintendent for Student Support Services

Holli Malloy
Assistant Superintendent for Academic Support

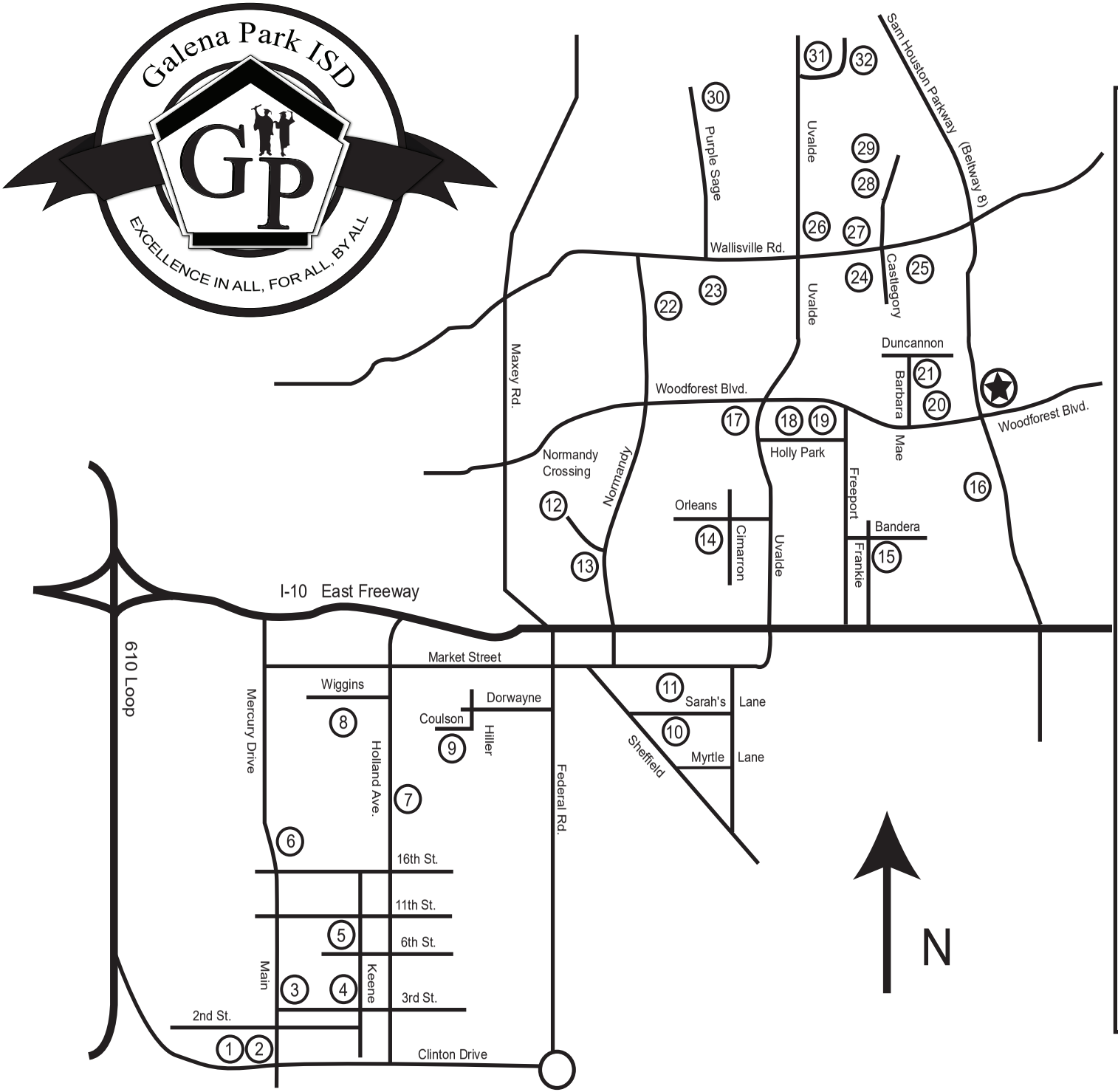
Jerid Link
Assistant Superintendent for Human Resource Services

GALENA PARK
Independent School District
14705 Woodforest Blvd. • Houston, Texas 77015
(832) 386-1000 • FAX (832) 386-1100

Galena Park
Independent School District

MAP

July 2026



Key to Galena Park ISD

★ Administration Building

1. Becker Early Childhood Center
2. GPISD Childcare Center - South
3. Galena Park Elementary
4. Galena Park Middle School
5. Galena Park High School
6. MacArthur Elementary
7. Agriculture Facility
8. Jacinto City Elementary
9. Pyburn Elementary
10. Woodland Acres Middle School
11. Woodland Acres Elementary
12. Normandy Crossing Elementary
13. Transportation Facility
14. Cimarron Elementary
15. Cloverleaf Elementary
16. Sam Houston Elementary
17. Green Valley Elementary
18. North Shore Senior High Ninth Grade Center
19. Zotz Education Center
20. North Shore Elementary
21. GPISD Childcare Center - North
22. Cunningham Middle School
23. Tice Elementary
24. North Shore Middle School
25. Havard Elementary
26. CTE Early College High School
27. District Stadium and Natatorium
28. North Shore Senior High School
29. North Shore Senior High 10th Grade Center
30. Purple Sage Elementary
31. Cobb Sixth Grade Campus
32. Williamson Elementary